

# CAREER & TECHNOLOGY STUDIES

LEGAL STUDIES

93 GUIDE TO STANDARDS AND IMPLEMENTATION I  
INTERIM 1994



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MAY 1994

**Alberta**  
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This document was prepared for:

<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓



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**NOTE:** Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994-97.

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A. PROGRAM OVERVIEW



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# CAREER AND TECHNOLOGY STUDIES

## PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents,

interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

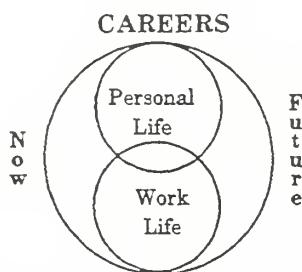
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

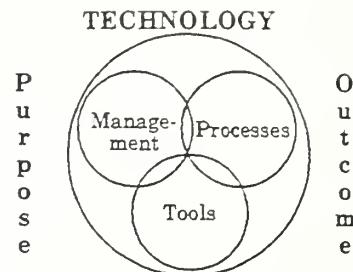
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
  - demonstrating flexibility and cooperative work and communication behaviors (working with others)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
  - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.



## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (*exit-level competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 21 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	13
3. Communication Technology	32
4. <i>Community Health</i>	25*
5. Construction Technologies	43
6. <i>Cosmetology</i>	64*
7. Design Studies	31
8. <i>Electro-Technologies</i>	33*
9. <i>Energy and Mines</i>	27*
10. Enterprise and Innovation	8
11. <i>Fabrication Studies</i>	39*
12. <i>Fashion Studies</i>	37*
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. <i>Management and Marketing</i>	26*
19. <i>Mechanics</i>	49*
20. Tourism Studies	24
21. Wildlife	17

\*Estimate

Note: As of September 1994, 13 of the 21 strands are available for optional implementation in Alberta junior and high schools. The remaining strands, indicated above in italics, will be phased in from September 1995 to September 1996. Provincial implementation of all strands is scheduled for September 1997.

## LEVELS OF ACHIEVEMENT

Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

**Introductory level modules** help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

**Intermediate level modules** build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced level modules** demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

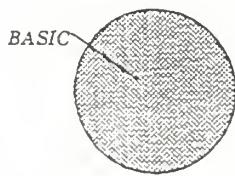


Legend:

- Personal Use
- Career Awareness/Exploration
- Preparation for the Workplace or Further Education

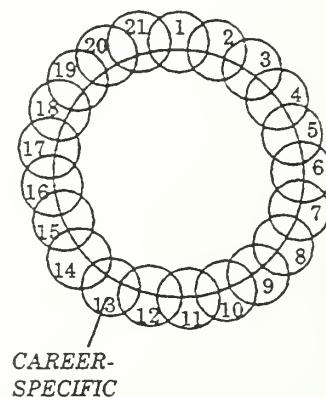
## TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.



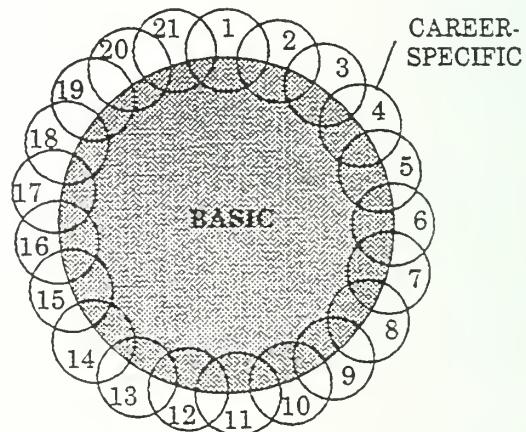
**Basic Competencies** are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



**Career-specific Competencies** relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 21 strands of CTS (numbers refer to the chart on page A.5):



## **CURRICULUM AND ASSESSMENT STANDARDS**

### **CURRICULUM STANDARDS**

Curriculum standards in CTS define what students must know and be able do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

### **ASSESSMENT STANDARDS**

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994-97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Legal Studies strand in the Career and Technology Studies program.



B. STRAND OVERVIEW



# **LEGAL STUDIES**

## **STRAND RATIONALE**

The law is fundamental to society. Its many functions include the settlement of disputes, the regulation of private arrangements, and the provision of guidelines for conduct in the community.

Legal Studies presents students with basic and practical information about the law. The primary goal is to develop in students the knowledge, skills and attitudes required to respond appropriately to the impact of law on their daily lives. A secondary goal is to equip students with the capabilities and confidence required to participate in the evolution of our laws.

A third goal is to create an awareness of the many law-related occupational opportunities that are available.

Within the philosophy of Career and Technology Studies (CTS), students in Legal Studies *will*:

- develop skills in decision making, problem solving, communication and critical thinking
- develop knowledge, skills and attitudes about the law
- identify the rights granted and the responsibilities imposed by the law
- engage in the critical analysis of legal issues

- develop an appreciation of the individual's ability to influence the law
- demonstrate a tolerance for opinions held by others
- demonstrate the ability to work cooperatively with others
- develop the ability to recognize, avoid and resolve problems with legal implications
- develop an awareness of legal issues in other curricular areas
- investigate career options related to the law.



## **STRAND ORGANIZATION**

### **THEMES**

Modules in Legal Studies have been grouped into two theme areas: personal context and societal context. In the personal context are the two introductory modules, You and the Law I and You and the Law II. The other modules have been placed in the societal theme since they build on the competencies developed at the introductory level. These more complex areas of the law are not necessarily going to affect every individual, but they do have an impact on the society in which we all live.

At the advanced level, students are expected to take personal responsibility for their learning, to work cooperatively in groups when appropriate, and to require less direct instruction from their teacher. At the advanced level, the students are more involved in research and decision making which require higher level thinking skills.

### **CONCEPTS**

The module learner expectations describe the competencies that students are expected to develop. The concepts were chosen based upon what the student is required to learn in order to meet the exit-level competencies. The sequence in which the learning should take place in order to achieve the assessment criteria and conditions provide the basis for the sequence of the concepts for each module.

### **LEVELS**

Introductory level modules are developed for students who have no previous experience in Legal Studies and are designed to help students build daily living skills. At the introductory level in Legal Studies the students will, where relevant "examine the foundations for these laws", "investigate laws . . .", "explore laws . . .".

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies; e.g., "analyze case studies . . .", "propose possible solutions". Teachers should expect students to assume more responsibility for their learning. The intermediate modules give a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.



**SCOPE AND SEQUENCE**

**LEGAL STUDIES**

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px;"> <p>You and the Law I *</p> <ul style="list-style-type: none"> <li>- as a consumer and as a family member</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p>You and the Law II *</p> <ul style="list-style-type: none"> <li>- in society and in the workplace</li> </ul> </div>			Personal Context
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Family Law</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Consumer and Property Law</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Labour Law</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Conflict Resolution</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Environmental Law</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Law and the Traveller</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Criminal Law</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Negligence</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Laws Affecting Small Business</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Controversy and Change</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Landmark Decisions</div> <div></div> </div>	Societal Context	

— Prerequisite

---- Recommended prerequisite or corequisite

\* Prerequisite to all modules in this strand.

## **MODULE DESCRIPTIONS**

### **Module LGS101: You and the Law I – As a Consumer and as a Family Member**

Through the use of realistic scenarios and cases, students become aware of the laws that affect the consumer and the laws that affect members of a family.

### **Module LGS102: You and the Law II – In Society and in the Workplace**

Students explore laws that affect people in the workplace, and elements of criminal and civil laws about which the average citizen should be informed.

### **Module LGS201: Family Law**

Students examine a broad range of legal issues related to personal relationships.

### **Module LGS202: Labour Law**

Students explore contracts of employment, unions and collective bargaining, unemployment insurance, workers' compensation and women in the workplace. Challenging issues and law-related careers are also considered.

### **Module LGS203: Environmental Law**

Students examine laws related to the environment and how new environmental information affects the law. Through the use of cases, students examine the role of groups and individuals in bringing about changes in environmental law, as well as challenging issues and law-related careers.

### **Module LGS204: Criminal Law**

The criminal justice system including the criminal process and the roles and responsibilities of the participants are examined fully. Students have the opportunity to explore challenging issues and law-related careers.

### **Module LGS301: Consumer and Property Law**

Students examine laws related to renting personal and real property, purchasing a home, making investments and building or renovating a home. Methods of protecting the consumer, as well as challenging issues and law-related careers, are also discussed.

### **Module LGS302: Conflict Resolution**

Students have the opportunity to demonstrate and apply the methods (negotiation, mediation, arbitration and adjudication) used to resolve conflicts. As well, they examine career opportunities and challenging issues.

### **Module LGS303: Law and the Traveller**

Students focus on the issues and legal considerations that may arise when individuals travel.

### **Module LGS304: Negligence**

Students use cases and scenarios to explore the legal meaning of negligence and the basic requirements to take legal action.

### **Module LGS305: Laws Affecting Small Business**

This module provides information about the laws related to starting a business, running a business and ending a business. There is opportunity to explore challenging issues that affect small business and law-related careers.

### **Module LGS306: Controversy and Change**

Students explore how issues evoke responses that may bring about changes in the law. They also focus on a wide variety of strategies that may be used.

### **Module LGS307: Landmark Decisions**

Students have the opportunity to analyze, in detail, "landmark decisions" and their subsequent influence on our political, social and economic environment.

C. PLANNING FOR  
INSTRUCTION



## PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to page C.2 of this Guide for recommendations regarding the Legal Studies strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

### PLANNING FOR CTS

#### Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 17 to 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisite and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

#### Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

#### Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to the Assessment Tools section of this Guide for the description of student behaviours expected at each of the three developmental levels defined for the basic competencies.

Assessment of basic competencies could include input and reflection from the student, teacher, peers and workplace supervisors. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

No mark would be assigned to the student's performance in the designated basic competencies, although a description of the level of performance should be included within the assessment of each module.

## **Assessing Student Achievement**

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to the Assessment Tools section of this Guide to Standards and Implementation for copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

## **Recognizing Student Achievement**

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

## **Resources**

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Legal Studies strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to the Learning Resources section of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

In addition to the resources, sample Student Learning Guides are available. These samples,

designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Legal Studies:

- You and the Law—As a Consumer and Family Member
- You and the Law II—In the Workplace and in Society
- Law and the Traveller.

Copies of these sample learning guides can be obtained, by request, from the CTS Unit in print and/or disk format (Microsoft Word).

## **PLANNING FOR LEGAL STUDIES**

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Legal Studies strand. It is suggested that the Legal Studies strand be introduced at the senior high school level although it is recognized that there may be some circumstances where the teacher and the school will determine it would be appropriate to introduce the two prerequisite modules in Legal Studies at the Grade 9 level.

### **Selecting Modules**

The scope and sequence chart, page B.5, provides an overview of the Legal Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules are on page B.6.

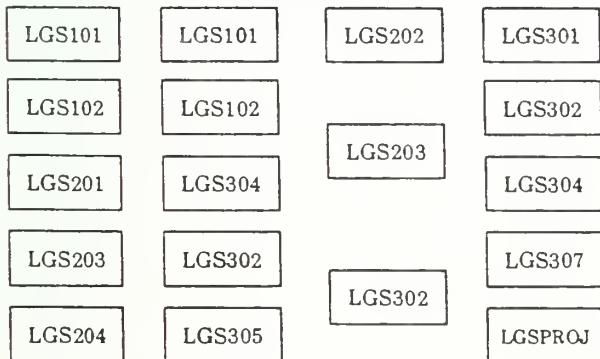
Classroom space is required. There are no specific equipment requirements. A few support learning resources have computer software components that require computers and base software. The availability of a computer with a

modem makes access to court decisions a possibility.

For a 3-credit course for students without any previous Legal Studies, teachers should select the two prerequisite modules plus one from the intermediate level; e.g.:

MODULES
You and the Law I (LGS101)
You and the Law II (LGS102)
Criminal Law (LGS204)
RATIONALE/LEARNINGS
Students learn basic and practical legal information and develop skills and attitudes to enable them to respond appropriately to the impact of law on their daily lives (as a consumer and as a member of a family, in the workplace and in society). They also learn about the criminal justice system in detail.  This course will complement the social studies program and other CTS strands.

Five-credit courses for students without any previous Legal Studies should include the two prerequisite modules plus any three intermediate level or advanced level modules; e.g.:



Courses for students who have taken the two prerequisite modules can also be designed with great flexibility.

## Planning for Instruction

Some modules lend themselves to individualized instruction; e.g., Consumer and Property Law, Law and the Traveller, Controversy and Change. Other modules, such as Conflict Resolution, may be more appropriate for group work.

Mock trials may be used in modules other than the Conflict Resolution module, but the Conflict Resolution module might be taught concurrently with other modules that lend themselves well to mock trials and hearings; e.g., Labour Law, Criminal Law, Environmental Law, Negligence.

## Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Legal Studies to provide increased opportunity for students to develop expertise and refine their competencies.

An example of an appropriate project related to International Law is outlined in Section H of this Guide. Other projects could be determined based upon the student's interests.

## Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.



D. INTRODUCTORY  
LEVEL MODULES



## **MODULE CURRICULUM AND ASSESSMENT STANDARDS**

### **INTRODUCTORY LEVEL**

The following pages define the curriculum and assessment standards for the introductory level of Legal Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module LGS101:	You and the Law I .....	D.2
Module LGS102:	You and the Law II .....	D.3



**MODULE LGS101: YOU AND THE LAW I—AS A CONSUMER AND AS A FAMILY MEMBER**

**Level:** Introductory

**Theme:** Personal Context

**Prerequisite:** None; this module is required before taking any other modules in Legal Studies

**Module Parameters:** No specialized facilities or equipment required

Through the use of realistic scenarios and cases, students become aware of the laws that affect the consumer and the laws that affect members of a family.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● investigate laws related to the consumer and to the family</li><li>● examine the foundations for these laws</li><li>● demonstrate effort to develop basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● correctly answering 30 of 50 randomly generated questions from a test bank related to laws for the consumer and for the family including the following concepts: purchasing goods and services, renting accommodation, living with the family, living with a partner, living with children, leaving a partner, preparing a Will and Estate.</li><p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p><li>● preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the <i>Unfair Trade Practices Act</i>, the <i>Personal Properties Security Act</i>, the <i>Matrimonial Properties Act</i>.</li><p><i>Assessment Tool</i> <i>LGS101-1</i></p><p><i>Standard is level of 1</i></p><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>– managing learning</li><li>– communication</li><li>– demonstrating responsibility.</li></ul></li><p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p></ul>	<p>80</p> <p>20</p> <p>Integrated throughout</p>

**MODULE LGS101: YOU AND THE LAW I—AS A CONSUMER AND AS A FAMILY MEMBER** (continued)

Concept	Specific Learner Expectations	Notes
Purchasing Goods and Services	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the need to have laws related to purchasing goods and services: <ul style="list-style-type: none"> <li>– deposits, returns</li> <li>– essential elements, forms and types of contracts</li> <li>– rights and responsibilities of a minor when purchasing a necessary with that of a non-necessary</li> <li>– warranties and guarantees</li> <li>– documents required and the legal implications of obtaining credit</li> </ul> </li> <li>● discuss common remedies and services, e.g., complaining to the business, Better Business Bureau.</li> </ul>	Consumer Services Regional Offices <i>Unfair Trade Practices Act</i> <i>Personal Properties Security Act</i> <i>Personal Properties Security Registry</i> <i>Credit and Loans Agreement Act</i>
Renting Accommodation	<ul style="list-style-type: none"> <li>● discuss the law that addresses common problems between a landlord and tenant, e.g., giving notice, not paying the rent, disturbances</li> <li>● discuss the advantages and disadvantages of signing a lease</li> <li>● examine the legal implications of two or more people living together for economic reasons.</li> </ul>	<i>Individual's Rights Protection Act</i> <i>Residential Tenancies Act</i>
Living with the Family	<ul style="list-style-type: none"> <li>● discuss the impact of laws that relate to living with the family, e.g., the responsibilities of the federal and provincial government with respect to family law</li> <li>● list examples of abusive or violent behaviour within families and discuss potential remedies.</li> </ul>	<i>Marriage Act</i> <i>Alberta Child Welfare Act</i> <i>Criminal Code of Canada</i> Kit from Office for the Prevention of Family Violence
Living with a Partner	<ul style="list-style-type: none"> <li>● discuss the laws that relate to living with a partner: <ul style="list-style-type: none"> <li>– requirements of a legal marriage</li> <li>– differences between the rights and responsibilities of two people who are legally married and two people who are cohabiting.</li> </ul> </li> </ul>	<i>Domestic Relations Act</i>

**MODULE LGS101: YOU AND THE LAW I—AS A CONSUMER AND AS A FAMILY MEMBER** (continued)

Concept	Specific Learner Expectations	Notes
Living with Children	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the roles of government, parents, children and others who have an interest in the child, e.g., support, neglect, abuse, adoption.</li> </ul>	<i>Individual's Rights Protection Act</i> <i>Alberta Children's Advocate</i> <i>Adoption Option (Private agency)</i> <i>Alberta Child Welfare Act</i>
Leaving a Partner	<ul style="list-style-type: none"> <li>● discuss the laws that relate to leaving a partner</li> <li>● distinguish between legal separation and divorce</li> <li>● explain the grounds for divorce and related issues</li> <li>● discuss laws regarding property, custody, access and maintenance</li> <li>● explore legal options if support ordered by the court is not being provided.</li> </ul>	<i>Matrimonial Properties Act</i> <i>Mediation Services (Provincial Court)</i> <i>Divorce lawyer</i> <i>Family Court judge</i> <i>Dower Act</i> <i>Maintenance Enforcement Recovery Act</i>
Preparing Your Will and Estate	<ul style="list-style-type: none"> <li>● discuss the need for laws related to wills and estates</li> <li>● discuss the two types of wills valid in Alberta</li> <li>● discuss the legal requirements for preparing a will</li> <li>● discuss responsibilities for dependents.</li> </ul>	<i>Intestate Succession Act</i> <i>Estate lawyer</i> <i>Legal Resource Centre</i> <i>Family Relief Act</i> <i>Wills Act</i> <i>Public Trustees Act</i>



**MODULE LGS102: YOU AND THE LAW II—IN SOCIETY AND IN THE WORKPLACE**

Level: Introductory

Theme: Personal Context

Prerequisite: You and the Law I (LGS101)

Module Parameters: No specialized facilities or equipment required

Students explore laws that affect people in the workplace, and elements of criminal and civil laws about which the average citizen should be informed.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● explore laws related to the workplace</li><li>● examine the rights and responsibilities of the individual in society</li><li>● examine the foundations for these laws</li><li>● demonstrate effort to develop basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● correctly answering 20 of 30 randomly generated questions from a test bank related to working for pay and equality in the workplace.</li><li>● correctly answering 40 of 60 randomly generated questions from a test bank of questions related to protecting society and protecting ourselves and others.</li><li>● preparing a report that describes what led to the development of the <i>Canadian Charter of Rights and Freedoms</i>.</li><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>– managing learning</li><li>– communication</li><li>– demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p> <p><i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></p> <p><i>Assessment Tool</i> <i>LGS102-1</i></p> <p><i>Standard is level of 2</i></p> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>30</p> <p>60</p> <p>10</p> <p>Integrated throughout</p>

**MODULE LGS102: YOU AND THE LAW II—IN SOCIETY AND IN THE WORKPLACE**  
 (continued)

Concept	Specific Learner Expectations	Notes
Working for Pay	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the need for laws in the workplace</li> <li>● discuss the roles of the employer and the employee</li> <li>● examine the protection offered to non-unionized labour</li> <li>● examine methods of providing financial support to unemployed, injured or pregnant workers.</li> </ul>	Canada Labour Code Employment Standards Code Workers' Compensation Board Labour Relations Code Copy of <i>Unemployment Insurance Act</i> , application forms
Equality in the Workplace	<ul style="list-style-type: none"> <li>● discuss the need for anti-discrimination laws in the workplace</li> <li>● outline the remedies available for the wrongful dismissal of an employee.</li> </ul>	<i>Individual's Rights Protection Act</i> Hire-a-Student <i>Canadian Charter of Rights and Freedoms</i>
Protecting Society	<ul style="list-style-type: none"> <li>● discuss criminal wrongs</li> <li>● discuss the need to treat children differently than adults with respect to criminal laws</li> <li>● discuss major provisions of the <i>Young Offenders Act</i></li> <li>● list examples of federal and provincial statutes and municipal bylaws that create criminal wrongs</li> <li>● identify the major federal and provincial courts</li> <li>● identify and describe various selected offences and give consequences for each, e.g., motor vehicle, impaired, illegal possession, break and enter</li> <li>● discuss sanctions available under criminal law.</li> </ul>	<i>Young Offenders Act</i> Police constable Psychologist Criminal Code of Canada
Protecting Ourselves and Others	<ul style="list-style-type: none"> <li>● discuss civil wrongs</li> <li>● compare remedies for tort action with those for criminal action.</li> </ul>	

**MODULE LGS102: YOU AND THE LAW II—IN SOCIETY AND IN THE WORKPLACE**  
 (continued)

Concept	Specific Learner Expectations	Notes
Studying Our Rights and Responsibilities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the need for various sources of protection for individual rights and freedoms, e.g., the <i>Canadian Charter of Rights and Freedoms</i>, the <i>Individual's Protection Act</i></li> <li>● discuss the relationship between rights and responsibilities</li> <li>● discuss the role of an advocate; e.g., Children's Advocate, Patient's Advocate, Public Trustee, Ombudsman</li> <li>● discuss the right to an education</li> <li>● describe the rights and responsibilities of students.</li> </ul>	Alberta Human Rights Commission Human Rights Institute (57 Louis Pasteur, Ottawa, ON K1N 6N5) <i>School Act</i> School Handbook



## MODULE CURRICULUM AND ASSESSMENT STANDARDS INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Legal Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module LGS201:	Family Law .....	E.3
Module LGS202:	Labour Law .....	E.7
Module LGS203:	Environmental Law .....	E.11
Module LGS204:	Criminal Law .....	E.15



**MODULE LGS201: FAMILY LAW**

Level: Intermediate

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students examine a broad range of legal issues related to personal relationships.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>investigate the laws regarding different types of personal relationships</li><li>demonstrate effort to develop basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years. <i>Assessment Tool</i> <i>LGS201-1</i> <i>Standard is level of 2</i></li><li>correctly answering 60% of the questions from a test bank related to the following concepts: marriage and cohabitation contracts, breakdown of marriage and cohabitation relationships, the extended family, access to services, challenging issues and law-related careers. <i>Assessment Tool</i> <i>Refer to test banks from authorized resources</i></li><li>observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- managing resources</li><li>- communication</li><li>- demonstrating responsibility.</li></ul> <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></li></ul>	25 75 Integrated throughout

**MODULE LGS201: FAMILY LAW (continued)**

Concept	Specific Learner Expectations	Notes
History of Family Law	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● examine the development of laws related to the family.</li> </ul>	
Marriage and Cohabitation Contracts	<ul style="list-style-type: none"> <li>● review the law regarding the distribution of property of legally married partners and partners who are not legally married</li> <li>● discuss the advantages and disadvantages of marriage and cohabitation contracts</li> <li>● explain the circumstances in which such contracts are considered valid by the court</li> <li>● prepare a sample marriage or cohabitation contract.</li> </ul>	<i>Matrimonial Properties Act</i> Sample contracts from Mediation Services (Provincial Court)
Breakdown of Marriage and Cohabitation Relationships	<ul style="list-style-type: none"> <li>● examine the rights and responsibilities of a partner in regard to credit, disposal of property, etc.</li> <li>● review the obligations of parents to support children</li> <li>● analyze case studies of court decisions regarding distribution of property where there has been a breakdown of a marriage or a common-law relationship</li> <li>● explore the laws designed to:           <ul style="list-style-type: none"> <li>- protect victims of spousal, elder and child abuse</li> <li>- provide consequences for abusers and deter prospective abusers.</li> </ul> </li> </ul>	
Extended Family	<ul style="list-style-type: none"> <li>● examine the legal implications of the marriage of people who have been previously married, in particular if there are children from the previous marriages</li> <li>● explore the rights of grandparents to have access to grandchildren</li> <li>● discuss the legal obligations of adult children to their aging parents</li> <li>● discuss the advantages and disadvantages of the enduring power of attorney.</li> </ul>	<i>Change of Name Act</i> <i>Dependent Adults Act</i> Canadian Grandparents' Rights Association (P.O. Box 64128, 5512-4 Street NW, Calgary, AB T2K 6J1)  <i>Alberta Human Rights          Commission</i>  <i>Alberta Council on          Aging</i>  <i>Power of Attorney</i>  <i>Domestic Relations Act</i>

**MODULE LGS201: FAMILY LAW (continued)**

Concept	Specific Learner Expectations	Notes
Access to Services	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● list services available to the family</li> <li>● examine the legal obligations of the government to supply services to the family</li> <li>● assess the ability of individuals to secure equal access to services.</li> </ul>	Human Rights Commission Humans on Welfare <i>Individual's Rights Protection Act</i>
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as: <ul style="list-style-type: none"> <li>- surrogate mothers</li> <li>- living wills</li> <li>- private and public adoption</li> <li>- abortion</li> <li>- health issues</li> <li>- midwifery</li> <li>- homosexual parents</li> <li>- spousal and child maintenance</li> <li>- family violence</li> <li>- substance abuse</li> <li>- child neglect</li> </ul> </li> <li>● gather information on one of these issues</li> <li>● investigate the laws in Canada regarding the issue</li> <li>● compare legislation in Canada with that in other countries</li> <li>● examine alternatives</li> <li>● propose possible solutions.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in family law; e.g.: <ul style="list-style-type: none"> <li>- mediator</li> <li>- family court counsellor</li> <li>- surrogate court staff</li> <li>- amicus curia.</li> </ul> </li> </ul>	



**MODULE LGS202: LABOUR LAW**

Level: Intermediate

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students explore contracts of employment, unions and collective bargaining, unemployment insurance, workers' compensation and women in the workplace. Challenging issues and law-related careers are also considered.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● review present labour legislation</li><li>● propose changes in labour legislation</li><li>● demonstrate effort to develop basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● analyzing appropriately 6 of 10 cases related to contracts of employment, unions and collective bargaining, workers' compensation regulations and women in the workplace.</li></ul> <p><i>Assessment Tool</i> <i>Framework for Assessing Analysis of a Case Study and/or Scenario</i> <i>Tool: LGSCSTDY</i></p> <p><i>Standard is level 2</i></p> <ul style="list-style-type: none"><li>● preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives.</li></ul> <p><i>Assessment Tool</i> <i>LGS202-1</i></p> <p><i>Standard is level 2</i></p> <ul style="list-style-type: none"><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- acting ethically</li><li>- communication</li><li>- demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>75</p> <p>25</p> <p>Integrated throughout</p>

**MODULE LGS202: LABOUR LAW (continued)**

Concept	Specific Learner Expectations	Notes
Employment Relationships	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● examine the various types of employment relationships; e.g., master and servant, principal and agent, independent and apprenticeship</li> <li>● explore the various kinds of legal contract between the employer and the employee</li> <li>● discuss how labour contracts can be terminated</li> <li>● describe various types of fringe benefits in the employment contract</li> <li>● discuss the liability of employers and employees to third parties.</li> </ul>	<i>Alberta Labour Relations Act</i> <i>Alberta Federation of Labour</i> <i>Labour lawyer</i>
Unions and Collective Bargaining	<ul style="list-style-type: none"> <li>● investigate how a union is certified or decertified</li> <li>● examine union membership (open shop, closed shop)</li> <li>● compare unionized labour with non-unionized labour with respect to making proposals; bargaining; conciliation, mediation and arbitration; agreement; strikes/lock-outs; and grievance procedures.</li> </ul>	<i>Alberta Labour Relations Act/Board</i> <i>Representative of labour relations board</i> <i>Alberta Arbitration and Mediation Society</i> <i>Copy of any collective agreement</i>
Unemployment Insurance and Workers' Compensation	<ul style="list-style-type: none"> <li>● examine the protection offered to labour</li> <li>● differentiate between legislation at the federal and provincial level</li> <li>● compare the rights of the natural mother and father with those of people adopting a child.</li> </ul>	<i>Workers' Compensation Act</i> <i>Unemployment Insurance Act</i> <i>Workers' Compensation Board</i>

MODULE LGS202: LABOUR LAW (continued)

Concept	Specific Learner Expectations	Notes
Women in the Workplace	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● outline the laws that protect women from discrimination in the workplace</li> <li>● describe the concept of equal pay for work of equal value</li> <li>● investigate and discuss legislation in other countries.</li> </ul>	<p>Alberta Status of Women Action Committee <i>Canadian Charter of Rights and Freedoms</i> <i>Individual's Rights Protection Act</i> Changing Together—Centre for Immigrant Women Relevant legislation from other countries; e.g., equal rights amendment proposal from American Constitution <i>Gender in the Workplace – a Study by the Alberta Law Society</i></p>
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues; e.g., <ul style="list-style-type: none"> <li>– age of retirement</li> <li>– confidentiality</li> <li>– public disclosure</li> <li>– right of access to information</li> <li>– day care in the workplace</li> <li>– “whistle blowing”</li> <li>– right to strike</li> <li>– affirmative action</li> <li>– employment benefits in regard to homosexual couples</li> <li>– employment protection of domestic workers</li> <li>– wrongful dismissal</li> <li>– sexual harassment</li> <li>– eligibility for unemployment insurance and other benefits</li> </ul> </li> </ul>	

**MODULE LGS202: LABOUR LAW (continued)**

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● gather information on one of these issues</li> <li>● investigate the laws in Canada regarding the issue</li> <li>● compare legislation in Canada with that in other countries</li> <li>● examine alternatives</li> <li>● propose possible solutions.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in labour law, e.g.:           <ul style="list-style-type: none"> <li>- arbitrator</li> <li>- mediator</li> <li>- negotiator.</li> </ul> </li> </ul>	

**MODULE LGS203: ENVIRONMENTAL LAW**

Level: Intermediate

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students examine laws related to the environment and how new environmental information affects the law. Through the use of cases, students examine the role of groups and individuals in bringing about changes in environmental law, as well as challenging issues and law-related careers.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● review present legislation on the environment</li><li>● outline procedures for a formal hearing</li><li>● propose new legislation or changes to existing legislation</li><li>● demonstrate effort to develop basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● correctly answering 60% of the questions from a test bank related to environmental protection legislation.</li></ul> <p><i>Assessment Tool</i> <i>Test bank to be developed</i></p> <p><i>Assessment Tool</i> <i>Test bank to be developed</i></p> <p><i>Assessment Tool</i> <i>Assessment of a Formal Hearing to be developed</i></p> <p><i>Assessment Tool</i> <i>LGS203-2</i></p> <p><i>Standard is level 2</i></p> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	40

**MODULE LGS203: ENVIRONMENTAL LAW (continued)**

Concept	Specific Learner Expectations	Notes
Environmental Protection Legislation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● examine provincial and federal legislation governing the discharge of pollutants into air and water</li> <li>● analyze the division of power as set out in the <i>Constitution Act, 1867</i>, regarding the conservation and protection of the environment</li> <li>● discuss changes in the division of power</li> <li>● explain the purpose of the Canadian Environmental Network</li> <li>● propose changes to existing provincial legislation or propose new legislation</li> <li>● investigate environmental legislation in other countries</li> <li>● examine court decisions regarding non-compliance with the law.</li> </ul>	<i>Clean Air Act</i> <i>Environmental Protection Enhancement Act</i> Energy Resources Conservation Board Occupational Health and Safety Pamphlets from Canadian Environmental Network
The Role of Groups and Individuals	<ul style="list-style-type: none"> <li>● investigate examples of private legal action taken on environmental concerns; e.g., the Oldman River Dam and Kananaskis Highway</li> <li>● describe a public review of a project or development that has an impact on the natural environment or the community's quality of life</li> <li>● describe the effect of the public interest lobby in environmental law-making</li> <li>● examine a plan of action for public involvement to persuade government to act on an environmental issue</li> <li>● compare the public interest groups formed to encourage conservation and protection of the wilderness with those groups formed to resolve environmental problems.</li> </ul>	Friends of the Old Man River Association Alberta Wilderness Society Any local environment group Edmonton Recycle Society National Parks Service Newspaper or magazine articles about actions taken by various environmental groups

**MODULE LGS203: ENVIRONMENTAL LAW (continued)**

Concept	Specific Learner Expectations	Notes
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as:           <ul style="list-style-type: none"> <li>- finding landfill sites</li> <li>- toxic waste management</li> <li>- worldwide environmental issues</li> <li>- international pollution</li> </ul> </li> <li>● gather information on one of these issues</li> <li>● investigate the laws in Canada regarding the issue</li> <li>● compare legislation in Canada with that in other countries</li> <li>● examine alternatives</li> <li>● propose possible solutions.</li> </ul>	Federal Green Plan
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in environmental law; e.g.:           <ul style="list-style-type: none"> <li>- consultant</li> <li>- arbitrator</li> <li>- mediator</li> <li>- environmentalist.</li> </ul> </li> </ul>	



MODULE LGS204: CRIMINAL LAW

**Level:** Intermediate

**Theme:** Social Context

**Prerequisites:** You and the Law I (LGS101)  
You and the Law II (LGS102)

**Module Parameters:** No specialized facilities or equipment required

The criminal justice system including the criminal process and the roles and responsibilities of the participants are examined fully. Students have the opportunity to explore challenging issues and law-related careers.

## **Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● examine the Canadian criminal justice system</li>   <li>● demonstrate effort to develop basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>● correctly answering 60% of the questions from a test bank related to the following concepts: the criminal justice system, criminal process, police, crown and defence, consequences, conditional release, challenging issues and law-related careers.</li> <p><i>Assessment Tool</i>  <i>Refer to test banks from authorized resources</i></p> <li>● given two cases, one related to a summary offence and one related to an indictable offence, describing the criminal process from the initiation of a criminal charge, to the resolution of the case.</li> <p><i>Assessment Tool</i>  <i>See procedures chart for an indictable offence and for a summary offence</i></p> <li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:             <ul style="list-style-type: none"> <li>– managing learning</li> <li>– communication</li> <li>– teamwork and leadership</li> <li>– demonstrating responsibility.</li> </ul> </li> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> </ul>	75 25 Integrated throughout

**MODULE LGS204: CRIMINAL LAW (continued)**

Concept	Specific Learner Expectations	Notes
Criminal Justice System	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the historical basis of criminal law and the Criminal Code</li> <li>● identify statutes setting out criminal and provincial quasi-criminal law; e.g., Criminal Code, <i>Narcotics Control Act</i>, the <i>Highway Traffic Act</i>, the <i>Young Offenders Act</i></li> <li>● discuss the role of the provincial and federal Departments of Justice</li> <li>● identify the jurisdiction of the courts within Alberta</li> <li>● identify alternatives to courts for dispute resolution (Sec. 4 and 69 of the <i>Young Offenders Act</i>, Aboriginal Tribal Councils, Adult Alternative Measures, etc.)</li> <li>● describe the powers of appeal courts and the function of the Supreme Court of Canada.</li> </ul>	<i>British North America Act</i> <i>Martin's Criminal Code</i> <i>Alberta Criminal Lawyers Association</i> <i>Law Society of Alberta</i> <i>John Howard Society</i>
Criminal Process	<ul style="list-style-type: none"> <li>● differentiate between summary (including provincial), hybrid and indictable offences</li> <li>● outline the legal procedure for handling the various criminal offences from the commission of the offence to the trial</li> <li>● explain the purpose of a preliminary hearing</li> <li>● discuss trial by judge or by judge and jury</li> <li>● describe how a jury is selected.</li> </ul>	<i>Magna Carta</i> <i>Criminal Code</i> <i>Canadian Charter of Rights and Freedoms</i> <i>Individual's Rights Protection Act</i> <i>Young Offenders Act</i> <i>Legal Aid Society of Alberta</i> <i>Student Legal Services</i>
Police	<ul style="list-style-type: none"> <li>● describe the role of the police in our criminal justice system</li> <li>● describe the powers of the police with respect to arrest, questioning, search and seizure, custody and release</li> <li>● explain the right of "habeas corpus".</li> </ul>	Municipal police
Crown and Defence	<ul style="list-style-type: none"> <li>● describe the role of the Crown</li> <li>● explain the onus and burden of proof</li> <li>● discuss sources of legal services</li> <li>● identify and describe the various defences and their effect on sentencing.</li> </ul>	Criminal lawyer Crown prosecutor

**MODULE LGS204: CRIMINAL LAW (continued)**

Concept	Specific Learner Expectations	Notes
Consequences	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● analyze the purpose of and guidelines for sentencing</li> <li>● describe the various types of sentences</li> <li>● differentiate between federal penitentiaries and provincial jails</li> <li>● explain the purpose of different correctional institutions</li> <li>● analyze the relationship of the crime to the sentence administered</li> <li>● discuss the implications of coming into conflict with the law even if acquitted (finger printing, job loss, publicity, etc.).</li> </ul>	<p>Correctional Services personnel Victim Services Correctional Services personnel Victim Services</p>
Conditional Release	<ul style="list-style-type: none"> <li>● differentiate between temporary absence program, parole and statutory release</li> <li>● describe the factors that determine the granting of conditional release</li> <li>● describe the role of the National Parole Board in federal and provincial paroles</li> <li>● describe the role of the Temporary Absence program in Alberta</li> <li>● discuss the nature of after-care agencies.</li> </ul>	<p>Parole Board of Canada Halfway houses</p>
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as the following: <ul style="list-style-type: none"> <li>- prison reform</li> <li>- parole and mandatory supervision</li> <li>- plea bargaining</li> <li>- conditions for probation including community service, restitution and treatment (do they work?)</li> <li>- victims of crime</li> <li>- criminal law reform</li> <li>- the repeat offender</li> <li>- capital punishment</li> <li>- legal aid in Alberta</li> <li>- organized crime in Canada</li> <li>- the role of the police</li> <li>- young offenders and the law</li> </ul> </li> <li>● gather information on one or more of the issues</li> <li>● investigate the laws in Canada regarding the issue(s)</li> <li>● compare legislation in Canada with that in other countries</li> <li>● examine alternatives</li> <li>● propose possible solutions.</li> </ul>	

**MODULE LGS204: CRIMINAL LAW (continued)**

Concept	Specific Learner Expectations	Notes
Law-related Careers	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss careers in the criminal justice system; e.g.:           <ul style="list-style-type: none"> <li>- court reporter</li> <li>- clerk of the court</li> <li>- bailiff</li> <li>- court attendant</li> <li>- sheriff</li> <li>- legal assistant</li> <li>- correctional and prisoner security officer</li> <li>- community corrections officer (probation and parole)</li> <li>- police officer</li> <li>- process server</li> <li>- investigator: fraud, insurance, arson, private.</li> </ul> </li> </ul>	

# MODULE CURRICULUM AND ASSESSMENT STANDARDS

## ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Legal Studies.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module LGS301:	Consumer and Property Law .....	F.3
Module LGS302:	Conflict Resolution .....	F.7
Module LGS303:	Law and the Traveller .....	F.11
Module LGS304:	Negligence .....	F.15
Module LGS305:	Laws Affecting Small Business .....	F.19
Module LGS306:	Controversy and Change .....	F.23
Module LGS307:	Landmark Decisions .....	F.27



**MODULE LGS301: CONSUMER AND PROPERTY LAW**

Level: Advanced

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students examine laws related to renting personal and real property, purchasing a home, making investments and building or renovating a home. Methods of protecting the consumer, as well as challenging issues and law-related careers, are also discussed.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● investigate laws governing complex consumer transactions</li> <li>● demonstrate effort to refine basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● analyzing 20 cases related to consumer transactions and providing solutions based upon specific legislation</li><li>● preparing a report of 500 words which deals with specific legislation in regard to making investments</li><li>● selecting a topic, approved by the teacher, which deals with a challenging issue in consumer and property law, and proposing possible changes to the law(s)</li><li>● given randomly generated questions from a test bank, correctly answering 70% of the questions</li><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>– managing learning</li><li>– communication</li><li>– demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tools</i> <i>Observation Checklist: Basic Competencies</i></p>	<p>20–30</p> <p>10–20</p> <p>10–20</p> <p>30–50</p> <p>No mark</p>

**MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)**

Concept	Specific Learner Expectations	Notes
Renting Personal and Real Property	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● describe the various types of bailments (parking, rental, repair, storage, liens, etc.)</li> <li>● describe the rights and responsibilities of bailors and bailees in specific situations</li> <li>● explain the basic principles of contract law that apply to rental agreements</li> <li>● define different types of rental arrangements; e.g., fixed term (lease), periodic, at will and temporary (e.g., hotels, innkeepers, rooming houses)</li> <li>● describe liability implications of leasing property</li> <li>● list items to be considered if assigning or subletting.</li> </ul>	<p>Lease agreement <i>Residential Tenancies Act</i> Property management company</p>
Purchasing a Home	<ul style="list-style-type: none"> <li>● differentiate between real and personal property</li> <li>● investigate various forms of property ownership</li> <li>● describe the rights of the property owner; e.g., water rights, air space, quiet enjoyment</li> <li>● explain the procedures involved in listing a property for sale</li> <li>● discuss elements included in an offer to purchase</li> <li>● outline the various searches necessary to investigate the purchase</li> <li>● contrast methods of financing the purchase</li> <li>● compare the rights and obligations of the mortgagee with those of the mortgagor</li> <li>● describe the role of various professionals in buying and selling property (realtors, lawyers, assessors, surveyors).</li> </ul>	<p><i>Builders' Lien Act</i> Condominium association Documents related to an offer to purchase (available at any real estate or law office) <i>Real Estate Agents' Licensing Act</i> Legal Resource Centre Title registries Real estate agent Conveyance lawyer Mortgage agreement Appraiser</p>

**MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)**

Concept	Specific Learner Expectations	Notes
Making Investments	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss types of investments that are available</li> <li>● examine the regulations that pertain to various types of investments</li> <li>● describe the need for more or less regulation by governments</li> <li>● outline tax implications of various investments.</li> </ul>	Consumer and Corporate Affairs – 2000 A.D Investment companies Mutual funds RRSP pamphlets Income tax office Government bonds (Canada Savings Bond information) <i>Income Tax Act</i> <i>Canada Deposit Insurance Corporation Act</i> Bank Trust company <i>Companies Act</i>
Protecting the Consumer	<ul style="list-style-type: none"> <li>● discuss legal protection of a consumer (common law, statute law, contract law, government agencies)</li> <li>● identify consumer protection legislation</li> <li>● compare Alberta's laws relating to consumers with those of the federal government</li> <li>● discuss various agencies that assist the buyer and seller</li> <li>● outline the steps to be taken in solving a consumer problem</li> <li>● explain the implications of purchasing a new or used item and the source from which it is purchased; e.g., retail stores, pawn shops, second-hand stores</li> <li>● discuss the role of the credit bureau in providing information on an individual's credit rating</li> <li>● discuss the assignment, breach and discharge of a contract.</li> </ul>	Consumer and Corporate Affairs Canada Advertising Standards Council of Canada <i>Competition Act</i> <i>Hazardous Products Act</i> Better Business Bureau Food inspector <i>Consumers Packaging and Labelling Act</i> <i>Textile Labelling Act</i> Hotel and Restaurant Association of Canada <i>Food and Drug Act</i> <i>Unfair Trade Practices Act</i> <i>Direct Sales Cancellation Act</i> Manager of customer service department of any major store Canadian Standards Association

**MODULE LGS301: CONSUMER AND PROPERTY LAW (continued)**

Concept	Specific Learner Expectations	Notes
Building or Renovating a Home	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● outline legal procedures involved in building a home; e.g., contracting help, insuring, financing liens, zoning</li> <li>● explain the role of various contractors and trades in building or renovating property.</li> </ul>	Development Appeal Board Zoning Branch of municipal government <i>Builders' Lien Act</i> Contractors associations
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as: <ul style="list-style-type: none"> <li>- volunteers</li> <li>- intellectual property rights</li> <li>- unconscionable interest rates</li> <li>- "lemon" laws</li> <li>- conflicting property rights</li> </ul> </li> <li>● gather information on one or more of these issues</li> <li>● investigate the laws in Canada regarding the issue(s)</li> <li>● compare legislation in Canada with that in other countries</li> <li>● examine alternatives</li> <li>● propose possible solutions.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in consumer and property law; e.g.: <ul style="list-style-type: none"> <li>- consumer advocate</li> <li>- arbitrator and mediator</li> <li>- lawyer within government or business</li> <li>- private security officer.</li> </ul> </li> </ul>	

**MODULE LGS302: CONFLICT RESOLUTION**

**Level:** Advanced

**Theme:** Social Context

**Prerequisites:** You and the Law I (LGS101)  
You and the Law II (LGS102)

**Module Parameters:** No specialized facilities or equipment required

Students have the opportunity to demonstrate and apply the methods (negotiation, mediation, arbitration and adjudication) used to resolve conflicts. As well, they examine career opportunities and challenging issues.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● differentiate between traditional and alternative dispute resolution methods</li> <li>● demonstrate an understanding of the progression of dispute resolution options</li> <li>● demonstrate effort to refine basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>● using sources such as newspapers, magazine articles, television programs, finding examples of different conflict resolution methods being used. (Include examples of both traditional [court] and alternative methods.) Describe the nature of the conflict and the process used to resolve the dispute</li> <li>● given several descriptions of conflicts, the student identifying the method(s) used by the parties to resolve the conflict. Discuss benefits and limitations of the method(s) chosen. Suggest alternative ways of handling the dispute, if appropriate</li> <li>● choosing a dispute and simulating a hearing using one conflict resolution method</li> <li>● preparing a report or presentation about a person who spends a lot of his or her working time negotiating, mediating, or acting as arbitrator or judge. Discuss qualifications needed to perform this role, the type of disputes or conflicts most commonly encountered, and what would be most satisfying about the job</li> <li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:           <ul style="list-style-type: none"> <li>- managing learning</li> <li>- communication</li> <li>- teamwork and leadership</li> <li>- demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tools</i> <i>Observation Checklist: Basic Competencies</i></p>	10–20 80–90 No mark

**MODULE LGS302: CONFLICT RESOLUTION (continued)**

Concept	Specific Learner Expectations	Notes
Negotiation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● define negotiation</li> <li>● identify instances where negotiation would be appropriate.</li> </ul>	Labour negotiator Litigation lawyer Insurance adjustor
Mediation	<ul style="list-style-type: none"> <li>● define mediation</li> <li>● identify instances where mediation would be appropriate.</li> </ul>	Alberta Arbitration & Mediation Society Landlord & Tenant Advisory Board <i>Labour Relations Code</i> Family Mediation Project Professional mediator Video re Insurance Mediation
Arbitration	<ul style="list-style-type: none"> <li>● define arbitration</li> <li>● identify instances where arbitration would be appropriate.</li> </ul>	<i>Arbitration Act</i> <i>School Act</i> Superintendent of Insurance
Adjudication	<ul style="list-style-type: none"> <li>● describe when litigation is required in attempting to resolve a dispute</li> <li>● participate in a civil court simulation</li> <li>● participate in a criminal court simulation</li> <li>● compare civil standards and procedures with criminal standards and procedures</li> <li>● compare arbitration with adjudication.</li> </ul>	Judge as speaker <i>Law Now (Resource News, Oct. 1987)</i> Mock Trial Kits from Legal Resource Centre Visit to Court House
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues</li> <li>● gather information on one or more of these issues</li> <li>● investigate examples of negotiation, mediation, arbitration and litigation</li> <li>● describe how these methods are used to resolve disputes in a variety of situations such as: <ul style="list-style-type: none"> <li>- environmental issues</li> <li>- workplace scenarios</li> <li>- labour disputes</li> <li>- conflicts between individuals and governments</li> <li>- family breakdown.</li> </ul> </li> </ul>	

MODULE LGS302: CONFLICT RESOLUTION (continued)

Concept	Specific Learner Expectations	Notes
Law-related Careers	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss potential careers in law related to:           <ul style="list-style-type: none"> <li>- the courts</li> <li>- labour relations</li> <li>- litigation</li> <li>- mediation</li> <li>- arbitration</li> <li>- negotiation.</li> </ul> </li> </ul>	



**MODULE LGS303: LAW AND THE TRAVELLER**

Level: Advanced

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students focus on the issues and legal considerations that may arise when individuals travel.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• examine the legal considerations when individuals travel domestically or internationally</li><li>• demonstrate effort to refine basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>• investigating and reporting on the legislation that governs documentation required for travelling abroad; the various types of insurance available and comparing and analyzing two policies; and the penalties and limitations that exist in regard to purchases made abroad</li><li>• the student, alone or in a group, analyzing the legal responsibilities of carriers, innkeepers, travel agencies and others within Canada who provide services for the traveller; and identifying legal problems travellers encounter in foreign countries. Use this information to develop a guide that would be useful to an individual who is planning to travel abroad</li><li>• investigating at least two law-related occupations and providing a report containing job profile, wages, education and training, possible employer, opportunity for advancement and personal significance of the investigation</li><li>• observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- being innovative</li><li>- communication</li><li>- demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tools</i> <i>Observation Checklist: Basic Competencies</i></p>	<p>40–50</p> <p>40–50</p> <p>5–20</p> <p>No mark</p>

MODULE LGS303: LAW AND THE TRAVELLER (continued)

Concept	Specific Learner Expectations	Notes
Legal Documents	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● identify the various documents needed to travel outside of Canada</li> <li>● explain laws regulating documents such as visas, passports and international driving licenses</li> <li>● discuss the possible consequences of not having the appropriate documents when travelling outside of Canada</li> <li>● describe the procedures to replace lost or stolen documents when travelling abroad.</li> </ul>	<i>Canadian Passport Order, Citizenship Act</i> Public health nurse Travel agent Foreign consulates <i>Criminal Code of Canada</i> U.S. Immigration <i>Canadian Department of External Affairs</i> <i>Law Now (Oct. 1990)</i>
Scheduling and Reservation	<ul style="list-style-type: none"> <li>● explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travellers</li> <li>● describe the legal implications of making, changing or cancelling a reservation.</li> </ul>	Transport Canada <i>Innkeepers Act</i>
Travel Agencies and Consultants	<ul style="list-style-type: none"> <li>● examine the role and legal responsibilities of travellers</li> <li>● describe the licensing of travel consultants.</li> </ul>	Consumer Services Department of Municipal Affairs Lawyer Representative from a travel agency
Insurance Decisions	<ul style="list-style-type: none"> <li>● discuss the "standard form" ticket and its legal implications</li> <li>● investigate and interpret regulations relating to various types of insurance policies</li> <li>● investigate the process of making a claim on travel-related insurance.</li> </ul>	Superintendent of Insurance Insurance agent Insurance policies

**MODULE LGS303: LAW AND THE TRAVELLER (continued)**

Concept	Specific Learner Expectations	Notes
Purchases Abroad	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● describe restrictions on bringing goods back to Canada</li> <li>● analyze the role of Canada Customs as it relates to bringing in goods from abroad</li> <li>● investigate the penalties and limitations that exist in regard to purchases made abroad</li> <li>● discuss the need for monitoring goods brought into Canada.</li> </ul>	Agriculture Canada <i>Canada Customs Act</i> RCMP Customs and Excise Section <i>Canada Customs</i>
Laws and Customs in Other Countries	<ul style="list-style-type: none"> <li>● discuss how culture has influenced or may influence laws in other countries</li> <li>● identify problems travellers may encounter entering and exiting Canada and foreign countries</li> <li>● investigate penalties and consequences for violation of laws in other countries</li> <li>● explore methods of seeking legal assistance or guidance in a foreign country</li> <li>● analyze how relationships with other countries may influence a country's laws toward foreign nationals.</li> </ul>	Department of External Affairs Foreign Embassies or Consulates Foreign travel bureaus <i>P.C. Globe</i> (a software program)
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as: <ul style="list-style-type: none"> <li>- bankruptcies in travel industries</li> <li>- extradition agreements</li> <li>- local customs and attitudes toward women</li> <li>- Canadians charged and imprisoned abroad</li> </ul> </li> <li>● gather information on one or more of these issues</li> <li>● compare our laws and judicial system with those of other countries in regard to this issue(s).</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in law; e.g.: <ul style="list-style-type: none"> <li>- diplomatic corps</li> <li>- customs officer</li> <li>- foreign services</li> <li>- travel agent.</li> </ul> </li> </ul>	



**MODULE LGS304: NEGLIGENCE**

Level: Advanced

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

Students use cases and scenarios to explore the legal meaning of negligence and the basic requirements to take legal action.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● investigate the area of tort law called "negligence"</li><li>● demonstrate effort to refine basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● correctly answering a minimum of 30 questions out of 50 randomly generated questions from a test bank</li><li>● the student analyzing at least five cases dealing with different areas of negligence using the Case Study Sheet</li><li>● given information about a case, preparing documents required to take action in civil court</li><li>● selecting a challenging issue related to negligence and presenting a report proposing a solution</li><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- communication</li><li>- demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tools</i> <i>Observation Checklist: Basic Competencies</i></p>	100 (40) (20) (15) (25) No mark

MODULE LGS304: NEGLIGENCE (continued)

Concept	Specific Learner Expectations	Notes
Elements of Negligence	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the evolution of the area of negligence</li> <li>● list and describe the elements that make up the legal concept of negligence (duty of care, breach, real loss or injury).</li> </ul>	<p>Donaghue case <i>Law Now</i> (May 1993)</p>
Breach of Duty of Care	<ul style="list-style-type: none"> <li>● define the doctrine of the standard of care of the “reasonable man”</li> <li>● explain how the doctrine of the “reasonable man” applies to special categories; e.g., minors, professionals</li> <li>● explain the term “proximate cause” or “causation”.</li> </ul>	<p><i>Emergency Medical Aid Act</i> Floyd v. Bowers</p>
Damages	<ul style="list-style-type: none"> <li>● describe loss or injury as an element of negligence</li> <li>● identify the types of damages for which a person may claim compensation.</li> </ul>	<p>Mathews et al. v. Mackaren et al.</p>
Defences to Negligence	<ul style="list-style-type: none"> <li>● explain the principle of “contributory negligence”</li> <li>● define what constitutes “voluntary assumption of risk”.</li> </ul>	<p><i>Contributory Negligence Act</i></p>
Special Types of Liability	<ul style="list-style-type: none"> <li>● explain the special situations under which certain types of liability are imposed; e.g., strict, vicarious, occupiers’ liability</li> <li>● identify the liabilities that may apply to the driver and the owner of a motor vehicle as a result of a motor vehicle accident</li> <li>● analyze cases where special types of liability have been a key issue.</li> </ul>	<p><i>Occupiers’ Liability Act</i> <i>Innkeepers Act</i> <i>Highway Traffic Act</i></p>
Suing in Civil Court	<ul style="list-style-type: none"> <li>● discuss the structure and process of the civil court (Provincial Court or Queen’s Bench)</li> <li>● prepare documents required to take action in civil court.</li> </ul>	

**MODULE LGS304: NEGLIGENCE (continued)**

Concept	Specific Learner Expectations	Notes
Challenging Issues	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● propose solutions to problems related to negligence in regard to:           <ul style="list-style-type: none"> <li>- size of damage awards</li> <li>- no-fault insurance</li> <li>- manufacturers</li> <li>- professionals</li> <li>- motorists</li> <li>- parents</li> <li>- contingency fee system.</li> </ul> </li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers related to civil litigation:           <ul style="list-style-type: none"> <li>- insurance adjuster</li> <li>- driver education instructor (trainer)</li> <li>- actuary</li> <li>- consumer advocate.</li> </ul> </li> </ul>	



**MODULE LGS305: LAWS AFFECTING SMALL BUSINESS**

Level: Advanced

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

This module provides information about the laws related to starting a business, running a business and ending a business. There is opportunity to explore challenging issues that affect small business and law-related careers.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• examine the legal considerations involved in operating a small business</li><li>• demonstrate effort to refine basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>• the student, alone or in a group, generating a series of legal considerations that might be encountered in setting up and operating a small business, and then providing answers to deal with these problems</li><li>• creating a scenario where there is voluntary or involuntary dissolution of a business and include the procedures that would be followed; e.g., winding up, sale, death of an owner and bankruptcy</li><li>• researching one challenging issue and preparing a report that proposes solutions</li><li>• investigating at least two law-related occupations that pertain to business law</li><li>• observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- being innovative</li><li>- communication</li><li>- demonstrating responsibility.</li></ul></li></ul> <p><i>Assessment Tools</i> <i>Observation Checklist: Basic Competencies</i></p>	100 (60) (20) (15) (5) No mark

MODULE LGS305: LAWS AFFECTING SMALL BUSINESS (continued)

Concept	Specific Learner Expectations	Notes
Starting a Business	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● discuss the importance of protecting the intellectual property (copyright, patent, trademark, design, etc.) of a small business</li> <li>● analyze the various ways of organizing a small business; e.g., proprietorship, partnership, corporation</li> <li>● describe the advantages and disadvantages different organizational structures provide</li> <li>● describe the various methods of financing a small business and the legal implications.</li> </ul>	<i>Copyright Act</i> <i>Patent Act</i> <i>Canadian Patent Reporter</i> <i>Inventor</i> <i>Alberta Business Corporations Act</i> Chamber of Commerce Consumer and Corporate Affairs YMCA-Small Business Ventures
Running a Business	<ul style="list-style-type: none"> <li>● identify and describe the various legal requirements in operating a small business</li> <li>● discuss specific legislation as it relates to the sale of goods and services</li> <li>● review the rights and responsibilities of employees and employers</li> <li>● identify some common problems for employees and employers</li> <li>● describe how rights and responsibilities of employers and employees would change where there is a collective agreement</li> <li>● describe the taxation concerns of a small business in Canada</li> <li>● discuss the reporting and recordkeeping requirements of a small business</li> <li>● describe alternative methods of securing and/or collecting the debts owing to a business or by a business</li> <li>● identify special legal considerations when importing or exporting goods.</li> </ul>	Statute of Frauds Better Business Bureau Municipal, provincial and federal licensing requirements <i>Direct Sales Cancellation Act</i> Alberta Opportunity Company Bank manager Corporate lawyer <i>Individual's Rights Protection Act</i> <i>Workers' Compensation Act</i> <i>Canadian Charter of Rights and Freedoms</i> <i>Employment Standards Code</i> Occupational Health and Safety <i>General Sales Tax Act</i> Unemployment Insurance Commission Canada Pension Plan Revenue Canada City tax office <i>Excise Act</i> <i>Personal Property Security Act</i> <i>Builders' Lien Act</i> <i>Garageman's Lien Act</i> <i>Excise and Customs Act</i>

**MODULE LGS305: LAWS AFFECTING SMALL BUSINESS (continued)**

Concept	Specific Learner Expectations	Notes
Ending a Business	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● examine the voluntary and involuntary dissolution of a business; e.g., winding up, sale, death of an owner and bankruptcy.</li> </ul>	<i>Bankruptcy Act</i> <i>Alberta Business Corporations Act</i>
Challenging Issues	<ul style="list-style-type: none"> <li>● identify some challenging issues such as :           <ul style="list-style-type: none"> <li>- receivership/bankruptcy</li> <li>- liability</li> <li>- ethics in business</li> <li>- profit motive versus social responsibility</li> <li>- protectionism</li> <li>- subsidies and grants</li> </ul> </li> <li>● gather information on one or more of these issues</li> <li>○ investigate laws in Canada or the province in regard to the issue(s)</li> <li>● examine alternatives</li> <li>● propose solutions.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers in business law; e.g.:           <ul style="list-style-type: none"> <li>- corporate lawyer</li> <li>- receiver</li> <li>- trustee in bankruptcy</li> <li>- tax lawyer.</li> </ul> </li> </ul>	



MODULE LGS306: CONTROVERSY AND CHANGE

**Level:** Advanced

## Theme: Social Context

**Prerequisites:** You and the Law I (LGS101)  
You and the Law II (LGS102)

**Module Parameters:** No specialized facilities or equipment required

## Module Learner Expectations

Students explore how controversial issues evoke responses that may bring about changes in the law. They also focus on a wide variety of strategies that may be used.

## **Curriculum and Assessment Standards**

**MODULE LGS306: CONTROVERSY AND CHANGE (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate effort to refine basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>● preparing a profile on an “activist” or an organization involved in advocacy work. What is the person/organization trying to accomplish? What strategies are being used? What results have been achieved?</li> <li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– communication</li> <li>– demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tools</i>  <i>Observation Checklist: Basic Competencies</i></p>	No mark

Concept	Specific Learner Expectations	Notes
Controversial Issues	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● define and provide examples of what constitutes a controversial issue</li> <li>● identify a number of controversial issues locally, nationally and internationally</li> <li>● investigate the legal elements of those issues</li> <li>● investigate laws relevant to the defined issue; e.g., historical perspective, current legislation, implications for society, in other countries</li> </ul>	<p>Legal Education and Action Fund (LEAF)  Politicians  Information from various lobby groups (e.g., profile organizations, National Rifle Association, Local Chapter of Victims of Violence, local police service, women's rights groups, AIDS Network)  An annotated Criminal Code  Lawyer</p>

MODULE LGS306: CONTROVERSY AND CHANGE (continued)

Concept	Specific Learner Expectations	Notes
Effecting Change	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● analyze various methods used to bring about changes in the law</li> <li>● propose possible solutions to effect changes in the law.</li> </ul> <p><b>Note:</b> In this module, research and interest will determine what issues the student decides to investigate. Some possible topics for investigation are listed below.</p> <ul style="list-style-type: none"> <li>- victims of crime</li> <li>- pornography and censorship</li> <li>- substance abuse</li> <li>- same sex marriage</li> <li>- environment</li> <li>- sexually transmitted diseases</li> <li>- capital punishment</li> <li>- abortion</li> <li>- gun control</li> <li>- right to die</li> <li>- prison reform</li> <li>- immigration</li> <li>- mandatory drug testing</li> <li>- aboriginal issues.</li> </ul>	



**MODULE LGS307: LANDMARK DECISIONS**

LEVEL: Advanced

Theme: Social Context

Prerequisites: You and the Law I (LGS101)  
You and the Law II (LGS102)

Module Parameters: No specialized facilities or equipment required

This module provides an opportunity to analyze, in detail, "landmark decisions" and their subsequent influence on our political, social and economic environment.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• identify "landmark decisions" and analyze their subsequent effects</li><li>• demonstrate effort to refine basic competencies.</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>● reading an entire case (found in law reports) and submitting a legal "brief" (facts, issue, decision, reasons). Note any cases that were used as "precedents" by the judge in arriving at his or her decision</li><li>● detailing five cases considered to be "landmark decisions" and explaining how the outcome of each case had an impact on society</li><li>● preparing a report (written or oral presentation) on a legal decision that could be called a "landmark case" because its impact was much broader than that of settling the immediate dispute between two parties. Include in this report the following:<ul style="list-style-type: none"><li>- a brief description of the setting (time, place, social, economic, political climate) in which the trial took place</li><li>- a summary of the trial itself, including relevant facts, key legal issues to be resolved, the decision and, if available, the reasons for making the decision</li><li>- a concluding commentary on how the outcome of the trial "shaped" history, set a precedent, resulted in new legislation, etc.</li><li>- a bibliography listing the sources used (such as case reports or extracts from cases, statutes, textbooks, magazine articles, books)</li></ul></li><li>● observations of individual effort and interpersonal interaction during the instructional period, emphasizing:<ul style="list-style-type: none"><li>- managing learning</li><li>- communication</li><li>- demonstrating responsibility.</li></ul></li></ul>	100 (15) (25) (60)  No mark

MODULE LGS307: LANDMARK DECISIONS (continued)

Concept	Specific Learner Expectations	Notes
Background	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● define the term “precedent” and explain how it operates in our legal system</li> <li>● identify and discuss examples of “landmark decisions”*.</li> </ul>	<i>Law Now</i> (Oct. 1993) <b>Note:</b> Because this module is primarily research-based, the resources below are a partial list.
Analyzing Change	<ul style="list-style-type: none"> <li>● analyze the political, social and economic environment of the time a particular decision was rendered</li> <li>● compare the outcome of these cases with the present “notions of justice”</li> <li>● investigate the subsequent influence of the decision on court cases and legislation.</li> </ul>	<i>Scales of Justice</i> (audiotapes, study resource guide based on texts <i>Seven Famous Cases</i> and <i>Ten Famous Cases Revisited</i> ) <i>Great Alberta Law Cases</i> (ACCESS Network, audiotapes)
Challenging Issues	<ul style="list-style-type: none"> <li>● suggest future issues that may allow landmark cases to evolve in regard to:           <ul style="list-style-type: none"> <li>- Language Rights</li> <li>- Family Law</li> <li>- Criminal Law</li> <li>- Immigration</li> <li>- Sovereignty</li> <li>- Expert Witness</li> <li>- Rights and Freedoms</li> <li>- Minority Rights</li> </ul> </li> </ul> <p><b>*Note:</b> The following is a partial list of cases felt to be landmark cases in the Canadian perspective.</p> <p><u>Language Rights</u></p> <ul style="list-style-type: none"> <li>- <i>Forest v. A.G. of Manitoba, Bilodeau v. A.G. of Manitoba</i></li> <li>- <i>Attorney General of Quebec v. Quebec Association of Protestant School Boards et al</i></li> <li>- <i>Mahe v. H.M.Q.</i></li> <li>- <i>Public Schools Act of Manitoba</i></li> </ul>	<i>A Case for Canada</i> (10 cases historically important in the areas of rights and freedoms, minority rights, social justice) <i>World's Great Trials from Socrates to Jean Harris</i> (Brandt Aymor and Edward Sagarin, Bonanza Books, Crown Publishers) <i>On Trial</i> (Jack Batten, Macmillan, 1988)

MODULE LGS307: LANDMARK DECISIONS (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	<p><i>The student should:</i></p> <p><u>Family</u></p> <ul style="list-style-type: none"> <li>- Murdoch (Rathwell)</li> <li>- Pettkus v. Becker</li> <li>- Pelech v. Pelech Moge v. Moge</li> </ul> <p><u>Criminal</u></p> <ul style="list-style-type: none"> <li>- Regina v. Big M Drug Mart Ltd.</li> <li>- Regina v. Morgentaler (Supreme)</li> <li>- Regina v. Brydges</li> <li>- Regina v. Oakes</li> </ul> <p><u>Immigration</u></p> <ul style="list-style-type: none"> <li>- Tomey Homma v. The King, The King v. Quong Wing</li> </ul> <p><u>Canada's Sovereignty</u></p> <ul style="list-style-type: none"> <li>- Operation Dismantle v. The Queen</li> </ul> <p><u>Expert Witness</u></p> <ul style="list-style-type: none"> <li>- Truscott (Marshall)</li> </ul> <p><u>Rights and Freedoms</u></p> <ul style="list-style-type: none"> <li>- Roncarelli v. Duplessis, The King v. Russell (The Winnipeg General Strike)</li> </ul> <p><u>Minority</u></p> <ul style="list-style-type: none"> <li>- Regina v. Cadieux, Riel v. The Queen, Calder v. Attorney General of British Columbia, Regina v. Brydges</li> </ul> <p><u>Right to Die</u></p> <ul style="list-style-type: none"> <li>- Nancy B. v. H.M.Q.</li> <li>- Rodriguez v. H.M.Q.</li> </ul>	<i>Great Trials in American History</i> (teacher resource)



G. ASSESSMENT TOOLS



# **Legal Studies**

## **ASSESSMENT TOOLS**

### **(Revised)**

**Draft, June 1995**



## ASSESSMENT TOOLS

The following pages include background information and strategies for assessing student achievement, and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common set of assessment tools that can be applied in each module in CTS throughout the province. The goal is to establish assessment standards that are fair and credible, and challenge junior and senior high school students as they proceed through the CTS program.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

### Assessing Student Achievement in CTS

### Assessing Student Achievement in Legal Studies

#### Assessment Tools Generic to CTS

#### Basic Competencies Reference Guide

#### Assessment Tools Generic to Legal Studies

PRE100: Presentations/Reports

PRE200: Presentations/Reports

LGSCSTDY: Framework for Assessing Analysis of a Case Study and Scenario

#### Assessment Tools Specific to Modules in Legal Studies

LGS101-1: You and the Law I: As a Consumer and as a Family Member

LGS102-1: You and the Law II: In Society and in the Workplace

LGS201-1: Family Law

LGS202-1: Labour Law

LGS203-2: Environmental Law



## ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student *can do?*
  - make a product (e.g., wood bowl, report, garment)
  - demonstrate a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork)
- What a student *knows?*
  - knowledge base needed to demonstrate a competency (link theory and practice).

### CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn – setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

### Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

### Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviors that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful. (*MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.*)

- suggested emphasis (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)
- conditions and criteria (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)

*Conditions* outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

*Criteria* define the behaviors that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

*Standard* -The *standard* may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) exemplars of student work (to be developed and distributed as "Reference Sets" in June 1997).

*Assessment Tools* included in this section of the Guide (e.g. checklists, rubrics/rating scales) tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard 4-point Project Assessment Scale / Rubric is used in all strands. Other generic tools being developed include assessing reports and

presentations and lab safety checklists. (*Names of these tools include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).*)

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modeling in Design Studies. (*Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing 101.*)
- Exemplars / Reference Sets : Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These exemplars will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

### Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns and related assessment tools are being validated 1994-97, with extensive input from teachers, professional associations / contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigor
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- efficient to implement
- can provide a consistent measure of what was expected to be measured.

## **ASSESSING STUDENT ACHIEVEMENT IN LEGAL STUDIES**

The Legal Studies curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Legal Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

### **Assessment Strategies and Tools**

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

### **Tools Generic to CTS**

The rubric has been used to develop several of the tools in CTS. A generic rubric for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a

process as they work through their projects and that this process has a number of sequential steps. The rubric shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentation/Report (PRE100, PRE200 and PRE300) are generic to CTS. In assessing MLEs at the introductory level, PRE100 would be used. The tool PRE200 would be used at the intermediate level and PRE300 would be used at the advanced level. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted and included under **Assessment Tools Specific to the Legal Studies Strand**. It is labelled, e.g., as LGS101-1, where LGS refers to the strand, 101 to the module, and -1 to the tool number (within the module).

### **Tools Generic to Legal Studies**

Some MLEs in the Legal Studies strand have as the conditions and criteria for assessment the analysis of a case(s) or of a scenario(s). A tool, Framework for Assessing Analysis of a Case Study (LGSSTDY), has been developed to help assess the analysis that has been completed by a student. This tool will provide consistency in the way in which the analysis of a case or scenario is assessed. This tool has been developed for intermediate levels.

Some tools provide a rubric to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have been developed with a 5-point scale. The tools generic to Legal Studies will also be developed with a 5-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes

### **Tools Specific to Financial Management**

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g.,

LGS101-1 or LGS101-2). They are referred to under the conditions and criteria section.

Some tools for specific MLEs at the introductory and intermediate level have yet to be developed. In some instances where the tool suggested has been a test, a sample test or sample questions have been included. The authorized learning resources for Legal Studies include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. When test banks are being used, a separate assessment of the basic competencies would be required. Refer to the Basic Competencies Reference Guide. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

### **Emphasis for Assessment**

The “Suggested Emphasis” column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. If a test bank is being used, a separate checklist for assessing the basic competencies would be required.

## BASIC COMPETENCIES REFERENCE GUIDE

The following basic competencies (KSA) are integrated throughout the CTS program. A student's performance and growth should be assessed through observations involving the student, the teacher, peers and others. As the student progresses through the levels, he or she builds on competencies gained in earlier levels.

Basic Competency	Stage 1	Stage 2	Stage 3
Personal Management	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> be able to identify/locate appropriate reference/information sources</li> <li><input type="checkbox"/> identify and demonstrate a variety of learning skills and tools; e.g., learning styles/ preferences and strategies such as notemaking, concept mapping, etc.</li> </ul>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply a variety of learning styles/preferences to enhance ability to acquire new information recall and apply knowledge</li> </ul>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> draw and defend conclusions from available information</li> <li><input type="checkbox"/> extract rules or principles</li> <li><input type="checkbox"/> apply rules and principles to new situations</li> </ul>
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize opportunities and problems</li> <li><input type="checkbox"/> specify goals and constraints</li> <li><input type="checkbox"/> generate alternatives</li> <li><input type="checkbox"/> consider risks</li> <li><input type="checkbox"/> evaluate and select best alternative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> think critically and act logically to evaluate situations, solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> combine ideas or information in new ways</li> <li><input type="checkbox"/> make connections between seemingly unrelated ideas</li> <li><input type="checkbox"/> prepare, validate and implement plans that reveal new possibilities</li> </ul>
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify appropriate ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> encourage and support others to demonstrate ethical behaviour</li> </ul>
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allocate time effectively by selecting relevant, goal-related activities, ranking them in order of importance, allocating time, and preparing and following schedules.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> allocate materials and use facilities effectively by acquiring, storing, and distributing materials, supplies, parts, equipment, space, or final products in order to make best use of them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> allocate human and other resources effectively by assessing knowledge and skills, distributing work and materials, evaluating performance and providing feedback.</li> </ul>
Social Interactions	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepare and effectively present accurate, concise written, visual and oral reports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicate thoughts, feelings, and ideas to justify or challenge a position by encouraging, persuading, convincing or otherwise motivating individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiate effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests</li> </ul>
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate as an effective member of a team by working cooperatively with others and contributing ideas, suggestions and effort</li> <li><input type="checkbox"/> recognize and respect peoples' diversity and individual differences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> serve clients and customers effectively by listening carefully to understand their needs and by providing as much assistance as possible to satisfy their expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> lead when appropriate, mobilizing the group for high performance</li> </ul>
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate high standards in attendance and punctuality</li> <li><input type="checkbox"/> be trustworthy and honest in dealing with others</li> <li><input type="checkbox"/> follow safe procedures consistently and recognize and eliminate potential hazards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand and evaluate the impact on self and the organization for breaking with organizational or societal values and regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> work hard to excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details.</li> </ul>



## PRESENTATIONS/REPORTS:

### PRE100

TASK	Teacher
Planning and Presentation	4 3 2 1 0
Content	4 3 2 1 0
Presenting/ Reporting	4 3 2 1 0

#### Rating Scale:

- 4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.
- 3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.
- 2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, and are reasonably consistent.
- 1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.
- 0 Not yet completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

<b>TASK CHECKLIST</b>	<b>Content (continued)</b>
<p><i>The student is able to:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and follow instructions accurately</li> <li><input type="checkbox"/> respond to directed questions and follow necessary steps to find answers</li> <li><input type="checkbox"/> access basic in-school/community/information sources</li> <li><input type="checkbox"/> interpret and organize information into a logical sequence</li> <li><input type="checkbox"/> record information accurately using correct technical terms</li> <li><input type="checkbox"/> use time effectively</li> </ul> <p><b>Content</b></p>	<p><b>Presenting/Reporting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of one or more communication media:</li> <li><i>e.g., Written: spelling, punctuation, grammar basic format</i></li> <li><i>Oral: voice projection, body language</i></li> <li><i>Audio-Visual: techniques, tools</i></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> use correct grammatical convention and technical terms through proof-reading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose of the project</li> <li><input type="checkbox"/> communicate information in a logical sequence</li> <li><input type="checkbox"/> state a conclusion based on a summary of facts</li> <li><input type="checkbox"/> provide a reference list of three or more basic information sources</li> </ul>

#### COMMENTS

#### STANDARD IS 1 IN EACH APPLICABLE TASK



## PRESENTATIONS/REPORTS:

### PRE200

TASK	Teacher	
Planning and Presentation	N/A	4 3 2 1 0
Content	N/A	1 2 0
Presenting/ Reporting	N/A	4 3 2 1 0

#### Rating Scale:

- 4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.
- 3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.
- 2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, and are reasonably consistent.
- 1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.
- 0 Not yet completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

TASK CHECKLIST	Content (continued)
<i>The student is able to:</i>	
<b>Preparation and Planning</b>	
<input type="checkbox"/> set goals and describe steps to achieve them <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> access a range of relevant in-school/community resources	<b>Presenting/Reporting</b> <input type="checkbox"/> demonstrate effective use of at least two communication media: <i>e.g. Written: spelling, punctuation, grammar, format (formal/informal)</i> <b>Oral: voice projection, body language, appearance</b> <input type="checkbox"/> maintain acceptable grammatical and technical standards through proof-reading and editing <input type="checkbox"/> provide an introduction that describes the purpose and scope of the project <input type="checkbox"/> communicate ideas into a logical sequence with sufficient supporting detail <input type="checkbox"/> state a conclusion by synthesizing the information gathered <input type="checkbox"/> provide a reference list that includes five or more relevant information sources
<b>Content</b>	
<b>Comments</b>	

<b>STANDARD IS 2 IN EACH APPLICABLE TASK</b>



**DIRECTIONS:**

**Assessment of student achievement will be based on the Module Learner Expectation being assessed.** Indicate the level of performance for each section by circling the appropriate level of competency. Use the appropriate column for the case study or the scenario. A minimum requirement for each item is a **standard of 2**.

**Rating Scale:**

- 4** The student completed the assignment by independently selecting and implementing the most appropriate course of action. Quality of the final product exceeds standards.
- 3** The student completed the assignment independently, selecting and using resources efficiently and effectively. Quality and productivity consistently meet the standard.
- 2** The student completed the assignment with limited assistance in planning and in selection and use of resources. Only minor errors/deficiencies are noted. Quality and productivity meet standards and are reasonably consistent.
- 1** The student completed the assignment demonstrating rudimentary skills/completeness by following a guided course of action. Errors or deficiencies are evident. Quality and productivity meet the standard but are inconsistent.
- 0** The student has not yet completed task, major deficiencies and/or errors are evident.

**Case Study Scenario**

<b>Case Study</b>	<b>Scenario</b>
<b>CASE IDENTIFICATION</b> Case name is given Who originated the suit is provided The court giving the ruling/opinion Decision date is correct	<b>4 3 2 1 0</b>  <b>N/A</b>
<b>FACTS</b> Identifies who did what to whom, where, when, what circumstances as relevant	<b>4 3 2 1 0</b>  <b>RELEVANT FACTS</b> Identifies who did what to whom, where, when, what circumstances as relevant
<b>LEGAL ISSUES</b> Legal issues or principles in initial trial are presented, if relevant Legal arguments of each side are given, if relevant Action asked by plaintiff (or Crown) is clearly set out, if relevant Grounds for appeal, if appropriate, are presented	<b>4 3 2 1 0</b>  <b>APPLICABLE LAW</b> Source of Law (case law, statute) is presented Legal argument is presented
<b>DECISION</b> Verdict/ruling of the court is given The significance of the decision for the particular person or persons in the case were explained	<b>4 3 2 1 0</b>  <b>APPLICATION OF LAW TO FACTS</b> Result is given with reasons provided
<b>COURT REASONINGS</b> Reasoning on main issue or legal principle is well set out Dissenting opinion and reasoning is given, if relevant Major significance of case is discussed, if applicable Legal standard on the issue was established/ settled/ developed Precedents were cited/continued /changed/overturned	<b>4 3 2 1 0</b>  <b>RECOMMENDED ACTION</b> Action is recommended



## MODULE LGS101 YOU AND THE LAW I - AS A CONSUMER AND AS A FAMILY MEMBER

### TOOL: LGS101-1

**Module Learner Expectation** - The student will examine the foundations for these laws

TASK	Teacher	
Planning and Presentation	N/ A	4 3 2 1 0
Content	N/ A	3 2 1 0
Presenting/ Reporting	N/ A	4 3 2 1 0

Rating Scale:

- 4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.
- 3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.
- 2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.
- 1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.
- 0 Not yet completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

### STANDARD IS 1 IN EACH APPLICABLE TASK

<p><b>Criteria and Conditions:</b> Assessment of student achievement will be based on preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the <i>Unfair Trade Practices Act</i>, the <i>Personal Properties Security Act</i>, the <i>Matrimonial Properties Act</i>.</p>	<p><b>Presenting/Reporting</b>  <input type="checkbox"/> demonstrate effective use of one or more communication media:  <i>e.g., Written: spelling, punctuation, grammar basic format</i>  <i>Oral: voice projection, body language</i>  <i>Audio-Visual: techniques, tools</i>  <input type="checkbox"/> use correct grammatical convention and technical terms through proof-reading/editing  <input type="checkbox"/> provide an introduction that describes the purpose of the project  <input type="checkbox"/> communicate information in a logical sequence  <input type="checkbox"/> state a conclusion based on a summary of facts  <input type="checkbox"/> provide a reference list of three or more basic information sources</p>	<p><b>TEACHER COMMENTS:</b></p>
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<p><b>Preparation and Planning</b>  <input type="checkbox"/> set goals and follow instructions accurately  <input type="checkbox"/> respond to directed questions and follow necessary steps to find answers  <input type="checkbox"/> access basic in-school/community/information sources  <input type="checkbox"/> interpret and organize information into a logical sequence  <input type="checkbox"/> record information accurately using correct technical terms  <input type="checkbox"/> use time effectively</p>	<p><b>Content</b>  <input type="checkbox"/> discuss changes that have taken place in society  <input type="checkbox"/> indicate case law and its development, if appropriate  <input type="checkbox"/> discuss the reasons for changes to existing laws or the need to pass new laws  <input type="checkbox"/> exhibit awareness and understanding of the issues and present personal opinion</p>	
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## MODULE LGS101 YOU AND THE LAW II - IN SOCIETY AND IN THE WORKPLACE

### TOOL: LGS102-1

#### **Module Learner Expectation** - The student will examine the foundations for these laws

<b>TASK</b>	<b>Teacher</b>	
Planning and Presentation	4 3 2 1 0	
Content	N/ A 1 0	
Presenting/ Reporting	4 3 2 1 0	

#### Rating Scale:

- 4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.
- 3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.
- 2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.
- 1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.
- 0 Not yet completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

<b>Criteria and Conditions:</b> Assessment of student achievement will be based on preparing a report that describes what led to the development of the <i>Canadian Charter of Rights and Freedoms</i> .	<p><b>TASK CHECKLIST</b></p> <p><i>The student is able to:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and follow instructions accurately</li> <li><input type="checkbox"/> respond to directed questions and follow necessary steps to find answers</li> <li><input type="checkbox"/> access basic in-school/community information sources</li> <li><input type="checkbox"/> interpret and organize information into a logical sequence</li> <li><input type="checkbox"/> record information accurately using correct technical terms</li> <li><input type="checkbox"/> use time effectively</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss changes that have taken place in society</li> <li><input type="checkbox"/> indicate case law and its development, if appropriate</li> <li><input type="checkbox"/> discuss the need for various sources of protection for individual rights and freedoms</li> <li><input type="checkbox"/> discuss the reasons for changes to existing Canadian laws or the need to pass new laws</li> </ul> <p><b>Presenting/Reporting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of one or more communication media: <i>e.g., Written: spelling, punctuation, grammar basic format</i></li> <li><input type="checkbox"/> <i>Oral: voice projection, body language</i></li> <li><input type="checkbox"/> <i>Audio-Visual: techniques, tools</i></li> <li><input type="checkbox"/> use correct grammatical convention and technical terms through proof-reading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose of the project</li> <li><input type="checkbox"/> communicate information in a logical sequence</li> <li><input type="checkbox"/> state a conclusion based on a summary of facts</li> <li><input type="checkbox"/> provide a reference list of three or more basic information sources</li> </ul>
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#### **TEACHER COMMENTS:**

#### **STANDARD IS 1 IN EACH APPLICABLE TASK**



## MODULE LGS201 FAMILY LAW

### TOOL: LGS201-1

**Module Learner Expectation** - The student will investigate the laws regarding different types of personal relationships

**Criteria and Conditions:**  
Assessment of student achievement will be based on preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years.

TASK	Teacher
Planning and Presentation	4 N/ A 3 2 1 0
Content	4 N/ A 3 2 1 0
Presenting/ Reporting	4 N/ A 3 2 1 0

#### ***TASK CHECKLIST***

*The student is able to:*

##### **Preparation and Planning**

- set goals and describe steps to achieve them
- use personal initiative to formulate questions and find answers
- access a range of relevant in-school/community resources

##### **Content**

- record information accurately with appropriate supporting detail and using correct technical terms
- gather and respond to feedback regarding approach to task and project status
- discuss changes in personal relationships over the last 50 years
- indicate changes in relevant Canadian cases as a result of the changes in personal relationships
- discuss the reasons for changes to Canadian laws with regard to current relationships

N/A Not Applicable

#### ***Content (continued)***

- exhibit awareness and understanding of the issues and present personal opinion

#### ***Presenting/Reporting***

- demonstrate effective use of at least two communication media:  
*e.g., Written: spelling, punctuation, grammar format (formal/informal)*
- Oral: voice projection, body language, appearance*

- Audio-Visual: techniques, tools, clarity, maintain acceptable grammatical and technical standards through proof-reading/editing*
- provide an introduction that describes the purpose and scope of the project*
- communicate ideas into a logical sequence supporting detail*
- state a conclusion by synthesizing the information gathered*
- provide a reference list that includes five or more relevant information sources*

#### ***TEACHER COMMENTS:***

#### **STANDARD IS 2 IN EACH APPLICABLE TASK**



## MODULE LGS202 LABOUR LAW

### TOOL: LGS202-1

#### **Module Learner Expectation - The student will propose changes in labour legislation**

TASK	Teacher
Planning and Presentation	4 N/A 3 2 1 0
Content	4 3 2 1 0
Presenting/ Reporting	4 3 2 1 0

#### Rating Scale:

- 4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.
- 3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.
- 2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.
- 1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.
- 0 Not yet completed task, major deficiencies and/or errors are evident.

N/A Not Applicable

<b>Criteria and Conditions:</b> Assessment of student achievement will be based on preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives.	
<b>Content (continued)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> recommend the change(s) to be made</li> <li><input type="checkbox"/> discuss implications of the changes</li> </ul>	
<b>Presenting/Reporting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar format (formal/informal)</i></li> <li><input type="checkbox"/> <i>Oral: voice projection, body language, appearance</i></li> </ul>	
<b>Preparation and Planning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and describe steps to achieve them</li> <li><input type="checkbox"/> use personal initiative to formulate questions and find answers</li> <li><input type="checkbox"/> access a range of relevant in-school/community resources</li> <li><input type="checkbox"/> interpret, organize and combine information into a logical sequence</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms</li> <li><input type="checkbox"/> gather and respond to feedback regarding approach to task and project status</li> </ul>	
<b>Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> present issue(s) related to the topic</li> <li><input type="checkbox"/> investigate Canadian law related to the issue</li> <li><input type="checkbox"/> compare legislation with that in other countries, if applicable</li> <li><input type="checkbox"/> propose possible solutions</li> </ul>	
<b>Audio-Visual: techniques, tools, clarity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> maintain acceptable grammatical and technical standards through proof-reading/editing</li> <li><input type="checkbox"/> provide an introduction that describes the purpose and scope of the project</li> <li><input type="checkbox"/> communicate ideas into a logical sequence supporting detail</li> <li><input type="checkbox"/> state a conclusion by synthesizing the information gathered</li> <li><input type="checkbox"/> provide a reference list that includes five or more relevant information sources</li> </ul>	

#### **TEACHER COMMENTS:**

#### **STANDARD IS 2 IN EACH APPLICABLE TASK**



## MODULE LGS203 ENVIRONMENTAL LAW

### TOOL:LGS203-2

**Module Learner Expectation -** The student will propose new legislation or changes to existing legislation

TASK	Teacher
Planning and Presentation	4 N/ A 3 2 1 0
Content	4 3 2 1 0

#### Criteria and Conditions:

Assessment of student achievement will be based on preparing a report that on an environmental issue, which includes a review of current provincial and/or federal legislation; examines alternate legal options; proposes a possible solution(s) and suggests possible implications.

<p><b>Content (continued)</b></p> <p><b>TASK CHECKLIST</b></p> <p><i>The student is able to:</i></p>	<p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> set goals and describe steps to achieve them</li> <li><input type="checkbox"/> use personal initiative to formulate questions and find answers</li> <li><input type="checkbox"/> access a range of relevant in-school/community resources</li> <li><input type="checkbox"/> interpret, organize and combine information into a logical sequence</li> <li><input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms</li> <li><input type="checkbox"/> gather and respond to feedback regarding approach to task and project status</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify an environmental issue</li> <li><input type="checkbox"/> review current provincial and/or federal legislation relating to the environmental issue</li> <li><input type="checkbox"/> present a minimum of three potential solutions for resolving the issue</li> <li><input type="checkbox"/> select most promising solution in regard to the role the law can play</li> </ul> <p><b>Rating Scale:</b></p> <p>4 Met project/task objectives by independently selecting and implementing the most appropriate course of action. Problems were solved in effective and creative ways. Quality and productivity exceed standards.</p> <p>3 Met project/task objectives independently, selecting and using resources/processes efficiently and effectively. No errors or deficiencies are noted. Quality and productivity consistently meet the standard.</p> <p>2 Met project/task objectives with limited assistance in planning, solving problems and selecting and using resources/processes. Only minor errors/deficiencies are noted. Quality and productivity meet standards, but are occasionally inconsistent.</p> <p>1 Completed task as directed, demonstrating rudimentary skills/completeness by following a guided course of action. Quality and productivity meet standard but are inconsistent.</p> <p>0 Not yet completed task, major deficiencies and/or errors are evident.</p>
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N/A Not Applicable

#### STANDARD IS 2 IN EACH APPLICABLE TASK

#### TEACHER COMMENTS:



## LINKAGES/TRANSITIONS

### WITH OTHER CTS

References to legislation and legal requirements are included in all other CTS strands. Specific modules in Legal Studies may be of interest to students in other strands; e.g., Tourism Studies (Law and the Traveller), Enterprise and Innovation (Laws Affecting Small Business), Construction Technologies (Environmental Law), Fabrication Studies (Environmental Law) and Cosmetology (Labour Law, Environmental Law).

In the following strands, specific modules may be of interest to Legal Studies students.

Strand	Module	Linkage Opportunity
Career Transitions	Project Modules	<ul style="list-style-type: none"><li>if a student undertakes an extensive project beyond the expectations of the Legal Studies module.</li></ul>
Enterprise and Innovation	Making It Happen	<ul style="list-style-type: none"><li>offer with Laws Affecting Small Business module.</li></ul>
Tourism	Tourism Destinations I Tourism Destinations II	<ul style="list-style-type: none"><li>offer to students taking Law and the Traveller.</li></ul>

Students in other CTS strands may wish to take some modules in Legal Studies; e.g.:

Strand	Law-related Themes
Construction Technologies	Environmental, labour and small business laws
Fabrication Studies	Environmental, labour and small business laws
Cosmetology	Environmental, labour and small business laws
Agriculture, Energy and Mines, Forestry, Wildlife	Environmental laws

## Suggested Project Module – Legal Studies

Module: **INTERNATIONAL LAW**

Level: **Advanced**

Prerequisite: **You and the Law I (LGS101)**  
**You and the Law II (LGS102)**

This project module will explore the basic principles of public international law and will analyze the sources of international law and the methods of enforcement. Law-related careers will be explored.

Concept	Specific Learner Expectations	Notes
Private/Public	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● define the terms “private” and “public” in regard to international law.</li> </ul>	
Sources	<ul style="list-style-type: none"> <li>● explain the term “custom” and how a common practice may result in the necessity of a more formalized agreement (convention, treaty, memorandum of understanding)</li> <li>● describe the effect “conventions” have on international relationships</li> <li>● analyze and compare conventions that have been ratified</li> <li>● explain the development of an international treaty or agreement and give examples (Law of the Sea, Convention on Refugees, Convention on the Rights of the Child, etc.).</li> </ul>	<p>Acts are available from the Queen's Printer for Canada, Ottawa, Ontario.</p> <p><i>Law Now</i> (Sept. 1993)  <i>Law Now</i> (Dec./Jan. 1993/94)</p>
United Nations	<ul style="list-style-type: none"> <li>● describe the different organizations of the United Nations and their relationships to each other</li> <li>● analyze the role of the Economic and Social Council in the development of conventions and treaties</li> <li>● describe the circumstances when the International Court of Justice may hear a dispute</li> <li>● analyze a specific international issue dealt with by either the Security Council or the General Assembly of the United Nations.</li> </ul>	<p>Reports and information are available from United Nations Organization in New York or from a local chapter; e.g., Charter of the United Nations and Statute International Court of Justice</p>
Other International Agencies	<ul style="list-style-type: none"> <li>● describe the role and composition of associations of states</li> <li>● compare the European Community with other regional associations of states.</li> </ul>	Canadian Peace Educators directory.

Module: INTERNATIONAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Basis of Obligations	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>● differentiate between the methods of enforcement; e.g., adjudication, international political pressure, sanctions, peacekeeping and expulsion</li> <li>● analyze specific cases to determine how decisions would be enforced in the international realm; e.g., Sandra Lovelace, 200-mile fishing limit</li> <li>● discuss the changing role of the United nations from peacekeeping to peacemaking.</li> </ul>	
Law-related Careers	<ul style="list-style-type: none"> <li>● discuss careers related to international law, e.g.: <ul style="list-style-type: none"> <li>- embassy staff</li> <li>- lawyer</li> <li>- United Nations staff</li> <li>- Armed forces</li> <li>- World Bank</li> <li>- Canadian International Development Agency.</li> </ul> </li> </ul>	

EXTENDED SCOPE AND SEQUENCE

LEGAL STUDIES

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<p>You and the Law I *</p> <ul style="list-style-type: none"> <li>- as a consumer and as a family member</li> </ul>			Personal Context
<p>You and the Law II *</p> <ul style="list-style-type: none"> <li>- in society and in the workplace</li> </ul>			Societal Context
	<p>Family Law</p> <p>Labour Law</p> <p>Environmental Law</p> <p>Criminal Law</p>	<p>Consumer and Property Law</p> <p>Conflict Resolution</p> <p>Law and the Traveller</p> <p>Negligence</p> <p>Laws Affecting Small Business</p> <p>Controversy and Change</p> <p>Landmark Decisions</p>	

— Prerequisite

--- Recommended prerequisite or corequisite

\* Prerequisite to all modules in this strand.

**LINKAGE OPPORTUNITIES**  
**(Within CTS)**

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px;">CTS Project 2A</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2B</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2C</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2D</div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px;">CTS Project 3A</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3B</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3C</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3D</div> </div> </div>	<div style="border: 1px solid black; padding: 5px;">CTS Project 2A</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2B</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2C</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 2D</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3A</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3B</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3C</div> <div style="border: 1px solid black; padding: 5px;">CTS Project 3D</div>	Career Transitions
		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px;">Tourism Destinations I</div> <div style="margin-top: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px;">Tourism Destinations II</div> <div style="margin-top: 10px;"><b>Travel Planning</b></div> </div>	Tourism Studies

## **WITH OTHER SECONDARY PROGRAMS**

Legal Studies has potential linkages with Career and Life Management (see attached chart), Social Studies (judicial system, human rights), Work Experience (labour legislation), and Science (environmental and safety issues).

## **WITH RELATED POST-SECONDARY PROGRAMS**

The intermediate and advanced level modules provide students with an opportunity to learn about law-related careers that require post-secondary training. The Occupational Profiles information (see chart, attached) indicates 14 careers that require college or vocational education. Eleven law-related careers require a university degree.

## **WITH COMMUNITY/WORKPLACE**

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the skills and is prepared for further training from the employer. Information from the National Occupational Classification and the provincial Occupational Profiles indicates that at least nine law-related occupations require high school education only (see attached chart).

## **CREDENTIALLING OPPORTUNITIES**

There are no credentialling opportunities for Legal Studies modules.

# CORRELATION OF LEGAL STUDIES TO LAW 20-30

	NATURE OF LAW & CIVIL LAW SYSTEM	CONTRACT LAW	FAMILY LAW	BASIC RIGHTS & RESPONSIBILITIES	LABOUR LAW	PROPERTY LAW	CRIMINAL JUSTICE LAW	CONSUMER LAW	TORT LAW	CONTROVERSIAL ISSUES
<b>YOU AND THE LAW I - AS A CONSUMER AND AS A FAMILY MEMBER</b>										
Purchasing Goods and Services		X						X		
Renting Accommodation						X				
Living with the Family			X	X						
Living with a Partner			X							
Leaving a Partner			X							
Preparing Your Will and Estate				X						
<b>YOU AND THE LAW II - IN SOCIETY AND IN THE WORKPLACE</b>										
Working for Pay					X					
Equality in the Workplace						X				
Protecting Society	X						X			
Protecting Ourselves and Others		X							X	
Studying Our Rights and Responsibilities				X						
<b>FAMILY LAW</b>										
History of Family Law			X							
Marriage and Cohabitation Contracts										
Breakdown of Marriage and Cohabitation Relationships										
Extended Family										
Access to Services										
Challenging Issues										
Law-related Careers									X	

# CORRELATION OF LEGAL STUDIES TO LAW 20-30

	NATURE OF LAW & CIVIL LAW SYSTEM	CONTRACT LAW	FAMILY LAW	BASIC RIGHTS & RESPONSIBILITIES	LABOUR LAW	PROPERTY LAW	CRIMINAL JUSTICE LAW	CONSUMER LAW	TORT LAW	CONTROVERSIAL ISSUES
<b>LABOUR LAW</b>					X					
Contract of Employment					X					
Unions and Collective Bargaining					X					
Unemployment Insurance and Workers' Compensation					X					
Women in the Workplace										
Challenging Issues									X	
Law-related Careers										
<b>ENVIRONMENTAL LAW</b>										
Environmental Protection Legislation										
The Role of Groups and Individuals										
Challenging Issues										X
Law-related Careers										
<b>CRIMINAL LAW</b>										
Criminal Justice System							X			
Criminal Process	X						X			
Police							X			
Crown and Defence							X			
Consequences							X			
Conditional Release							X			
Challenging Issues							X			
Law-related Careers							X			
<b>CONSUMER AND PROPERTY LAW</b>										
Renting Personal and Real Property						X		X		
Purchasing a Home						X				
Making Investments	X									
Protecting the Consumer	X							X		
Building or Renovating a Home						X				

# CORRELATION OF LEGAL STUDIES TO LAW 20-30

	NATURE OF LAW & CIVIL LAW SYSTEM		BASIC RIGHTS & RESPONSIBILITIES			
	CONTRACT LAW	FAMILY LAW	LAW OF PROPERTY	CRIMINAL JUSTICE LAW	CONSUMER LAW	COURT LAW
	X	X	X	X	X	X
Challenging Issues						X
Law-related Careers						X
<b>CONFLICT RESOLUTION</b>						
Negotiation						
Mediation						
Arbitration						
Adjudication				X	X	
Challenging Issues						X
Law-related Issues						
<b>LAW AND THE TRAVELLER</b>						
Legal Documents						
Scheduling and Reservation						
Travel Agencies and Consultants						
Insurance Decisions						
Purchases Abroad						
Laws and Customs in Other Countries						
Challenging Issues						X
Law-related Careers						
<b>NEGLIGENCE</b>						
Elements of Negligence					X	
Breach of Duty of Care					X	
Damages					X	
Defences to Negligence					X	
Special Types of Liability					X	
Suing in Civil Court	X					
Challenging Issues						X
Law-related Careers						
<b>LAWS AFFECTING SMALL BUSINESS</b>						
Starting a Business						
Running a Business						
Ending a Business						

## **CORRELATION OF LEGAL STUDIES TO LAW 20-30**

# CORRELATION OF LAW 20-30 TO LEGAL STUDIES

	LAW I	LAW II	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	CRIMINAL LAW	CONSUMER & PROPERTY LAW	CONFLICT RESOLUTION	LAW & THE TRAVELLER	NEGLIGENCE	LAWS AFFECTING SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS
<b>NATURE OF LAW AND CIVIL LAW SYSTEM</b>													
Origin of Law	x	x	x			x					x		
Rule of Law													
Classification of Law		x											
Changing Canadian Law											x	x	
Canadian Courts	x	x											
Remedies		x								x			
Legal Procedure						x		x		x			
<b>CONTRACT LAW</b>													
Nature of Contracts	x												
Offer and Acceptance	x												
Consideration	x												
Legal Capacity	x												
Genuineness of Consent	x												
Legal Purpose	x												
Assignment of Rights and Obligations							x						
Limitation of Actions									x				
Discharge of Contract								x					
<b>FAMILY LAW</b>													
The Family Unit in Law	x		x										
Marriage	x		x										
Separation/Divorce	x		x										
Legal Rights of Children			x										
Wills and Estates	x												
<b>BASIC RIGHTS AND RESPONSIBILITIES</b>													
Rights and Responsibilities		x											
Canadian Charter of Rights and Freedoms			x										
Provincial Human Rights Legislation			x										
Student Rights			x										

# CORRELATION OF LAW 20-30 TO LEGAL STUDIES

	LAW I	LAW II	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	CRIMINAL LAW	CONSUMER & PROPERTY LAW	CONFlict RESOLUTION	LAW & THE TRAVELLER	NEGLIGENCE	LAWS AFFECTING SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS
Remedies	x	x	x	x		x	x	x	x	x	x		
Law Enforcement					x								
<b>LABOUR LAW</b>													
Rights and Responsibilities	x												
Labour Legislation	x				.								
Employment Contracts				x				x					
Unions				x			x						
<b>PROPERTY LAW</b>													
Ownership						x							
Rental Agreements	x												
Buying, Building and Selling Real Property						x							
Issues Concerning Real Property							x						
<b>CRIMINAL JUSTICE SYSTEM</b>													
Criminal Justice System						x							
The Nature of a Crime	x												
Police						x							
Specific Offences	x					x							
Criminal Trials						x		x					
Defences						x							
Punishment						x							
Appeals						x							
Correctional Institutions						x							
Parole						x							
After Care Agencies						x							
Youth and Crime	x												
<b>CONSUMER LAW</b>													
Protection of Consumers	x						x						
Bailments					.			x					
Buying and Selling	x						x						
Forms of Security	x												
Regulatory Laws						x							
Helping Agencies						x							

## **CORRELATION OF LAW 20-30 TO LEGAL STUDIES**

**LINKAGES OF CAREER AND LIFE MANAGEMENT  
TO LEGAL STUDIES**

	LAW I	LAW II	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	CRIMINAL LAW	CONSUMER & PROPERTY LAW	CONFlict RESOLUTION	LAW & THE TRAVELLER	NEGLIGENCE	LAWs AFFECTING SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS
<b>PERSONAL AND INTERPERSONAL CHALLENGES</b>													
Well-Being and Healthy Lifestyles													
Living Within Relationships													
Human Sexuality and Relationships													
<b>CAREER EXPLORATION</b>													
Career Planning Process	c												
Career Alternatives			c	c	c	c	c	c	c	c	c	c	c
Preparation for the Workforce													
<b>FINANCIAL PLANNING AND CONSUMER CHOICES</b>													
Financial Decision Making	c						c						
Consumer Awareness							c						

# CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

CAREER & TECHNOLOGY STUDIES		MATH			
Module	Objective/Concept	Course	Unit	Concept/Skill	Activity
LGS101 You and the Law I as Consumer and as a Family	Discuss deposits, returns, advertisements, and direct sales	Math 7-8-9 Math 10-13 Math 14-24	•Number Systems •Number Systems •Numeration	Decimals Currency Whole Numbers Percent	Practice with whole and decimals values.
LGS101 You and the Law I as Consumer and as a Family	Examine the documents required and the legal implications of obtaining credit	Math 7-8-9 Math 10-13 Math 14-24	•Number Systems •Number Systems •Numeration	Decimals Currency Whole Numbers Percent	Work with whole numbers and decimals as well as understand the basic concepts of currency and interest.
LGS101 You and the Law I as Consumer and as a Family	Discuss the advantages and disadvantages of signing a lease	Math 9-10 Math 13-24 Math 24-23 Math 33	•Simple Interest •Compound Interest	Working and understanding money and money value	Work with whole numbers and decimals as well as understand the basic concepts of currency and interest.
LGS101 You and the Law I as Consumer and as a Family	Examine the laws regarding property, custody, access and maintenance	Math 9-10 Math 13-24 Math 24-23 Math 33	•Simple Interest •Compound Interest	Working and understanding money and money value	Work with whole numbers and decimals as well as understand the basic concepts of currency and interest.
LGS101 You and the Law I as Consumer and as a Family	Compare the legal procedures followed when distributing property that is left intestate, with property that is bequeathed	Math 9-10 Math 13-24 Math 24-23 Math 33	•Simple Interest •Compound Interest	Working and understanding money and money value	Work with whole numbers and decimals as well as understand the basic concepts of currency and interest.

# CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

CAREER & TECHNOLOGY STUDIES		MATH		ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill
LGS102 You and the Law II in Society and in the workplace	Examine the protection offered to non-unionized Labour	Math 7-8-9 Math 10-13 Math 24	•Number Systems •Number Systems •Numeration	Decimals <sup>3</sup> Whole Numbers Currency
LGS102 You and the Law II in Society and in the workplace	Examine the methods of providing financial support	Math 7-8-9 Math 10-13 Math 24	•Number Systems •Number Systems •Numeration	Decimals Whole Numbers Currency
LGS201 Family Law	Examine the rights and responsibilities of a partner in regard to credit, disposal of property etc...	Math 7-8-9 Math 10-13 Math 24 Math 24-23 Math 33 Math 33	•Interest •Simple Interest •Compound Interest •Annuities	Working with money
LGS301 Consumer and Property Law	Describe the various types of bailments	Math 7-8-9 Math 9-10-24 Math 23-24 Math 33 Math 24-33	•Number Systems •Interest •Compound Interest •Mortgages and Annuities	Decimals, Whole Numbers, Percent, Interest Compound Interest, Discount/Tax, Profit/Loss, Percent Decrease, Percent Increase, Mortgages, and Annuities

# CAREER AND TECHNOLOGY STUDIES/MATH OBJECTIVE MATCH

CAREER & TECHNOLOGY STUDIES		MATH		ACTIVITY	
Module	Objective/Concept	Course	Unit	Concept/Skill	
LGSS05 Laws affecting Small business	Describe the various methods of financing a small business and the legal implications	Math 7-8-9 Math 10-13 Math 24	*Numeration *Number Skills	Tax, Profit/loss, Income tax, Gross earnings Deductions	To understand law and small business, students need to work with mathematical concepts surrounding tax, earnings, deductions, etc..

## CAREER AND TECHNOLOGY STUDIES/SCIENCE OBJECTIVE MATCH

# LEGAL STUDIES

Potential opportunities for transition into the Workplace Post-Secondary Programs

Occupation Profile	NOC/POP*	A	B	C	D
Administrative Clerk	NOC			✓	
Bylaw Enforcement Officer	BOTH			✓	
Correctional Officer	POP	✓			
Correctional Services Officers	NOC			✓	✓
Correctional Services Worker	POP			✓	
Court Clerks	NOC	✓			
Court Officer/Justice of the Peace	NOC			✓	✓
Court Reporter	BOTH			✓	
Customs Inspector	POP			✓	
Immigration Officer	POP			✓	✓
Judge	BOTH				✓
Judicial Clerk	POP	✓		✓	
Land Titles Examiner	POP	✓			
Lawyer	BOTH				✓
Legal Assistant	POP			✓	
Legal Secretary	NOC	✓		✓	
Managers in Social, Community and Correctional Services	NOC				✓
Other Business Services Managers	NOC				✓
Other Protective Service Occupations	NOC				✓
Paralegal and Related Occupations	NOC	✓		✓	✓
Parole Officer	POP				✓
Police Officer	POP	✓		✓	✓
Private Investigator	POP				
Security Guards	BOTH	✓		✓	
Sheriffs and Bailiffs	NOC	✓	✓		

A: High School Education

B: Apprenticeship

C: College or Vocational Education

D: University



## I. LEARNING RESOURCES



# CAREER & TECHNOLOGY STUDIES

## LEGAL STUDIES

### LEARNING RESOURCE GUIDE

INTERIM 1994  
(SEPTEMBER 1994 - SEPTEMBER 1997)

MAY 1995

**Alberta**  
EDUCATION  
CURRICULUM STANDARDS BRANCH

Comments and suggestions are welcome and should be directed to:

Career and Technology Studies Unit  
Alberta Education  
Curriculum Standards Branch  
11160 Jasper Avenue  
Edmonton, AB  
T5K 0L2  
Telephone: 422-4872  
Fax: 422-5129

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# INTRODUCTION

## CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

## PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Legal Studies curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS Network. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Legal Studies modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.			Indicates module number	
			1	2	3		
Distributor Code - see Distributor Directory	ATEC	Author	Title	101	201	301	1 = Introductory 2 = Intermediate 3 = Advanced
		Bibliographic Information					
		Annotation					

## **HOW TO ORDER**

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 - 142 Street  
Edmonton, AB  
T5L 4X9  
Telephone: 427-2767  
Fax: 422-9750

Purchase order numbers have been provided (where possible) for the resources available through the LRDC. The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

## **RESOURCE POLICY**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit  
Curriculum Standards Branch  
Alberta Education  
5th Floor, Devonian Building, East Tower  
11160 Jasper Avenue  
Edmonton, AB  
T5K 0L2  
Telephone: 422-4872  
Fax: 422-5129

## AUTHORIZED RESOURCES

### BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Legal Studies curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>All About Law: Exploring the Canadian Legal System.</i> (3rd edition.) D.L. Gibson and T.G. Murphy. Toronto, ON: John Wiley & Sons Canada Ltd., 1990. LRDC PO#129587-03.  Chapters have lesson reviews, legal terms, problems, applications, issues and career profiles. Text and teacher resource package provide students with opportunities to develop their legal knowledge, critical thinking and research skills. The students learn to apply the law they have studied. A student workbook is available. The teacher's resource package has student projects, testing and evaluation strategies, teaching strategies, text and workbook solutions, resources listings and blackline masters.	101 102	201 202 203 204	301 302 304 305 306
LRDC	<i>Applying The Law.</i> (3rd edition.) M. Liepner and B. Griffith. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. LRDC PO#129503-03.  Each chapter in the text has learning objectives, chapter contents, points to remember and a building your skills section. The Teacher's Manual and Key provides a variety of projects and activities, student handouts, resources and evaluation suggestions. Activities and Cases, a student workbook, is available.	101 102	201 202 203 204	301 304 306
LRDC	<i>Canadian Law.</i> (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. LRDC PO#129628-03.  The text presents the legal concepts, legal terms, checking your reading and discussions and projects. The teacher's manual and key contains the answers to the cases and questions in the student textbook and student learning guide.	101 102	201 202 204	301 306
LRDC	<i>Law in Canada, The.</i> Sherri Barnhorst and Joan Mather Zetzl. Scarborough, ON: Prentice-Hall Canada Inc., 1990. LRDC PO#272906-01.  This resource is an introductory high school law program consisting of a student text and a teacher's resource book. The text has been designed to encourage student participation in an active learning environment. The teacher's resource provides unit and chapter overviews, suggested resources, additional teaching strategies, answers to questions from the text and a test bank of questions and cases.	101 102	201 202 204	301 302 304 305 307

**Basic Learning Resources (Cont'd.)**

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Take Notice: An Introduction to Canadian Law.</i> (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. LRDC PO#129553-03.</p> <p>Legal content in each chapter is followed by activities such as checking your understanding, legal briefs, applying the law, you be the judge. Career profiles are a feature. The teacher's manual includes teaching suggestions and answers to the student activity book.</p>	101 102	201 204	301 304 306

## SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>All About Law: Exploring the Canadian Legal System.</i> (3rd edition.) D.L. Gibson and T.G. Murphy. Toronto, ON: John Wiley &amp; Sons Canada Ltd., 1990. Student Workbook. LRDC PO#129595-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Applying The Law.</i> (3rd edition.) M. Liepner, M. Slodovnick and C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Activities and Cases. LRDC PO#274051-01.</p> <p>See Basic Learning Resources for annotation and correlations.</p>			
TVO	<p><i>Between the Crime and the Courtroom.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274332-01.</p> <p>The video deals with the issue of being charged with a crime, and the process that follows the laying of a charge. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>	204	302	
LRDC	<p><i>Canadian Law.</i> (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. Student Learning Guide. LRDC PO#129636-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
ACC	<p><i>Career and Technology Studies: Key Concepts.</i> Edmonton, AB: ACCESS Network.</p> <p>Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan, Creativity, Electronic Communication, The Ethics Jungle, Go Figure, Innovation, Making Ethical Decisions, Portfolios, Professionalism, Project Planning, Responsibility and Technical Writing.</i></p>	all	all	all
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume I: Rights and Freedoms.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. LRDC PO#273219-01.</p> <p><i>A Case for Canada</i> consists of three volumes based on distinctive legal themes. Volume I (Rights and Freedoms) consists of three chapters dealing with cases presented chronologically. The first chapter covers a case that arose from the Winnipeg General Strike of 1919; the second chapter presents a 1940s case in Quebec cited as Roncarelli v. Duplessis; and the final chapter includes three recent trials under the Canadian Charter of Rights and Freedoms. Each volume comprises a student manual and a teacher's manual. Additional copies of the student manual may be ordered.</p>			307

**Support Learning Resources (Cont'd.)**

Distributor Code	Resources	Levels/Module No.	
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume II: Minority Rights.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. LRDC PO#273970-01.</p> <p><i>A Case for Canada</i> consists of three volumes based on distinctive legal themes. Volume II (Minority Rights) contains four chapters. The first chapter presents an early 19th-century case that took place in Hudson Bay territory; the second chapter covers the famous trial of Louis Riel; the third chapter deals with an Indian land claims case heard in British Columbia during the 1960s; and the final chapter is based on a number of language rights cases heard in various provinces during the last three decades. Each volume comprises a student manual and a teacher's manual. Additional copies of the student manual may be ordered.</p>		307
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume III: Social Justice.) M. Ferguson, et al. Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. LRDC PO#273962-01.</p> <p><i>A Case for Canada</i> consists of three volumes based on distinctive legal themes. Volume III (Social Justice) contains three chapters. The first features the well-known Alberta matrimonial property case known as Murdoch v. Murdoch. The second chapter examines two Canadian immigrant cases, one in British Columbia known as Tomey Homma v. The King and a Saskatchewan case cited as the King v. Quong Wing. The final chapter looks at the problems of world peace from the perspective of a Canadian Supreme Court case called Operation Dismantle. Each volume comprises a teacher's manual and a student manual. Additional copies of the student manual may be ordered.</p>		307
TVO	<p><i>Family After Family.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274366-01.</p> <p>This video deals with the issue of family and divorce law. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>	101	201

Support Learning Resources (Cont'd.)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
TVO	<p><i>It's a Free Country.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274382-01.</p> <p>The video deals with the Charter's role in protecting an individual's right to freedom of expression. Examples of individuals who have tested the Charter's section on freedom of expression are introduced and discussed. After hearing the opinions of experts on the question of freedom of expression, the viewer is left to draw his or her own conclusion about the Charter of Rights. A teacher resource guide gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>	102		306
MED	<p><i>Lobbying for Lives: Lessons From The Front.</i> Jack Micay. Toronto, ON: MediCinema Ltd., 1991. Video (30 minutes).</p> <p>The video illustrates how bills become law in Canadian government. The video reenacts the battle between the tobacco industry lobby groups and the health lobby groups. It illustrates the power that a lobby group can have, and the money that these groups are willing to spend to ensure a favourable outcome. <b>Warning:</b> It is important that all points of view be presented and therefore the tobacco industry's perspective and that of shopkeepers and smokers should be presented in order to meet the Tolerance and Understanding guidelines.</p>		203	
LRDC	<p><i>Mock Civil Trial Kit.</i> Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1991. Case Notes: Rasmussen v. Donnelly (LRDC PO#274225-01) and Student Trial Book (LRDC PO#274209-01).</p> <p>This simulation of a civil trial in negligence is based on a fictional car accident. All supporting information is provided with the kit (Student Trial Book, Case Notes and Teacher Resource Book).</p>		302 304	
LRDC	<p><i>Mock Trial Kit.</i> Cheryl Matheson and Margaret Ferguson (editor). Edmonton, AB: Legal Resource Centre, 1989. Case Notes: Regina v. Fair (3rd edition) (LRDC PO#274233-01) and Student Criminal Trial Book (1981) (LRDC PO#274259-01).</p> <p>This mock trial, which deals with a case of theft of goods under \$1000.00, uses trial by jury, so as to involve as many students as possible.</p>	204		302
TVO	<p><i>Old Enough to Hurt.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274407-01.</p> <p>This video shows how the laws affect the individual and how individuals affect the law. The focus of the video is the Young Offenders Act. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>	102	204	

Support Learning Resources (Cont'd.)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
TVO	<p><i>Out of Control.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274423-01.</p> <p>This video deals with the issue of impaired drivers. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>	102	204	
LRDC	<p><i>Take Notice: An Introduction to Canadian Law.</i> (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. Student Activity Book. LRDC PO#129579-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
TVO	<p><i>To Be Equal ... or Not to Be.</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274449-01.</p> <p>This video deals with the issue of gender equality. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.</p>			
TVO	<p><i>What About My Rights?</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274473-01.</p> <p>This video deals with a young woman's choices when she discovers that she is pregnant, and discusses the impact of the Charter on her right to choose an abortion. The video points out some of the limitations and problems with the Charter, and discusses some of the important changes that it has brought about. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions. Note: The video presents a pro-choice stance. It is recommended that this video be used with other material that presents all sides in the abortion debate so that students can make their own decisions.</p>	102		306 307
TVO	<p><i>Your Day in Court: The Criminal Justice Process..</i> (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. LRDC PO#274499-01.</p> <p>This video shows how the laws affect the individual, how individuals affect the law, and how the Canadian legal system works. A dramatization takes "Donna" through the criminal system. A teacher's resource gives teaching strategies, before-and-after viewing activities with the answers, evaluation activities and resource suggestions.</p>		204	302

## TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>All About Law: Exploring the Canadian Legal System.</i> (3rd edition.) T.G. Murphy, et al. Toronto, ON: John Wiley &amp; Sons Canada Ltd., 1991. Teacher's Resource Package. LRDC PO#129610-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Applying the Law.</i> (3rd edition.) M. Leipner, M. Slodovnick and C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Teacher's Manual and Key. LRDC PO#129602-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Between the Crime and the Courtroom.</i> (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274134-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Canadian Law.</i> (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1992. Teacher's Manual and Key. LRDC PO#129644-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume I: Rights and Freedoms.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. LRDC PO#273227-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume II: Minority Rights.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. LRDC PO#273235-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			

## Teaching Resources (Cont'd.)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Case for Canada, A: Key Issues in Canadian Law and Society.</i> (Volume III: Social Justice.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. LRDC PO#273326-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Family After Family.</i> (Series: A Question of Justice.) B. Manning. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274126-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>It's a Free Country.</i> (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274118-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Law in Canada.</i> Sherri Barnhorst and Joan Mather Zetzl. Scarborough, ON: Prentice-Hall Canada Inc., 1990. Teacher's Resource Book. LRDC PO#274506-01.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Mock Civil Trial Kit.</i> Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1984. Teacher Resource Book. LRDC PO#274324-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Mock Trial Kit.</i> (2nd edition.) Cheryl Matheson and Margaret Ferguson (editor). Edmonton, AB: Legal Resource Centre, 1991. Resource Book. LRDC PO#274308-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Mock Trials of Small Claims.</i> Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1992. LRDC PO#274291-01.</p> <p>This resource was developed to be used by junior high or senior high students who need an introductory level mock trial. All supporting information is provided with the kit.</p>	101 102		302 304
LRDC	<p><i>Old Enough to Hurt.</i> (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274100-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			

## Teaching Resources (Cont'd.)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Out of Control.</i> (Series: A Question of Justice.) D. Slywchuk. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274077-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Take Notice: An Introduction to Canadian Law.</i> (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. Teacher's Manual. LRDC PO#129561-03.</p> <p>See Basic Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>To Be Equal ... or Not to Be.</i> (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274069-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Understanding the Law.</i> Steven Talos, Michael Liepner and Gregory Dickinson. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Text (LRDC PO#277021-01) and Teacher's Resource Book (LRDC PO#277013-01).</p> <p>This text is a senior level text that emphasizes the understanding and application of legal concepts. There is an accompanying teacher's resource book.</p>	102	203 204	305
LRDC	<p><i>What About My Rights?</i> (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274085-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			
LRDC	<p><i>Your Day in Court: The Criminal Justice Process.</i> (Series: A Question of Justice.) C. Marcotte and M. Liepner. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. LRDC PO#274093-01.</p> <p>See Support Learning Resources for annotation and correlation.</p>			

# LEGAL STUDIES RESOURCES

**FORMAT CODE:**  
*p - Print*  
*v - Video*  
*s - Software*

**STATUS CODE:**  
*B - Basic*      *O - Other*  
*S - Support*  
*T - Teaching*

**LEVEL CODE:**  
 1 - Introductory  
 2 - Intermediate  
 3 - Advanced

**JR/SR HIGH CODE:**  
*J - Junior High*  
*S - Senior High*

LEVEL	Format	Status	Junior/Senior High	1	1	2	2	2	2	3	3	3	3	3	3	3
				You and the Law I	You and the Law II	Family Law	Labour Law	Environmental Law	Criminal Law	Consumer and Property Law	Conflict Resolution	Law and the Traveller	Negligence	Laws Affecting Small Business	Controversy and Change	Landmark Decisions
A Case for Canada: Key Issues in Canadian Law and Society: Minority Rights (Student Workbook)	<i>p</i>	<i>s</i>	<i>s</i>													<i>x</i>
A Case for Canada: Key Issues in Canadian Law and Society: Minority Rights (Teacher Resource) (Vol II)	<i>p</i>	<i>t</i>	<i>s</i>													<i>x</i>
A Case for Canada: Key Issues in Canadian Law and Society: Rights and Freedoms (Student Workbook)	<i>p</i>	<i>s</i>	<i>s</i>													<i>x</i>
A Case for Canada: Key Issues in Canadian Law and Society: Rights and Freedoms (Teacher Res) (Vol I)	<i>p</i>	<i>t</i>	<i>s</i>													<i>x</i>
A Case for Canada: Key Issues in Canadian Law and Society: Social Justice (Student Workbook)	<i>p</i>	<i>s</i>	<i>s</i>													<i>x</i>
A Case for Canada: Key Issues in Canadian Law and Society: Social Justice (Teacher Resource) (Vol III)	<i>p</i>	<i>t</i>	<i>s</i>													<i>x</i>
A Question of Justice: Between the Crime and the Courtroom (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>							<i>x</i>	<i>x</i>					
A Question of Justice: Between the Crime and the Courtroom (Video)	<i>v</i>	<i>s</i>	<i>s</i>						<i>x</i>	<i>x</i>						
A Question of Justice: Family After Family (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>	<i>x</i>		<i>x</i>										
A Question of Justice: Family After Family (Video)	<i>v</i>	<i>s</i>	<i>s</i>	<i>x</i>		<i>x</i>										
A Question of Justice: It's a Free Country (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>		<i>x</i>											<i>x</i>
A Question of Justice: It's a Free Country (Video)	<i>v</i>	<i>s</i>	<i>s</i>		<i>x</i>											<i>x</i>
A Question of Justice: Old Enough to Hurt (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>		<i>x</i>				<i>x</i>							
A Question of Justice: Old Enough to Hurt (Video)	<i>v</i>	<i>s</i>	<i>s</i>		<i>x</i>					<i>x</i>						
A Question of Justice: Out of Control (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>		<i>x</i>					<i>x</i>						
A Question of Justice: Out of Control (Video)	<i>v</i>	<i>s</i>	<i>s</i>		<i>x</i>						<i>x</i>					
A Question of Justice: To Be Equal ... or Not to Be (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>													<i>x</i>
A Question of Justice: To Be Equal ... or Not to Be (Video)	<i>v</i>	<i>s</i>	<i>s</i>													<i>x</i>
A Question of Justice: What About My Rights (Teacher Resource)	<i>p</i>	<i>t</i>	<i>s</i>		<i>x</i>										<i>x</i>	<i>x</i>
A Question of Justice: What About My Rights (Video)	<i>v</i>	<i>s</i>	<i>s</i>		<i>x</i>										<i>x</i>	<i>x</i>

# LEGAL STUDIES RESOURCES

## FORMAT CODE:

p - Print  
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## STATUS CODE:

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## LEVEL CODE:

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## JR/SR HIGH CODE:

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LEVEL	Format	Status	LEVEL CODE:												JR/SR HIGH CODE:					
			1	1	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3
A Question of Justice: Your Day in Court: The Criminal Justice Process (Video)	v	S S							X		X									
A Question of Justice: Your Day in Court: The Criminal Justice Process (Teacher Resource)	p	T S						X		X										
All About Law: Exploring the Canadian Legal System (3rd Ed) (Student Workbook)	p	S S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
All About Law: Exploring the Canadian Legal System (3rd Ed) (Teacher Resource)	p	T S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
All About Law: Exploring the Canadian Legal System (3rd Ed) (Text)	p	B S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Applying the Law: Activities and Cases	p	S S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Applying the Law: Teacher's Manual and Key	p	T S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Applying the Law (Text) (3rd Ed)	p	B S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Bridging the Rivers of Silence: A Community Reacts: Violence Against Women	v	O S			X			X											X	
Canadian Law (Student Workbook) (5th Ed)	p	S S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Canadian Law (Teacher Resource) (5th Ed)	p	T S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Canadian Law (Text) (5th Ed)	p	B S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Dealing with Discrimination	v	O S				X													X	
Death and the Mistress of Delay	v	O S																	X X	
Lobbying for Lives: Lessons from the Front	v	S S							X											
MICROTEST: A Computerized Test Preparation System for the Senior Law Test: (IBM) (MAC) Version	s	O S	X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	X X	
Mock Civil Trial Kit (Case Notes, Student Trial Book )	p	S S													X	X				
Mock Civil Trial Kit : Teacher Resource Book	p	T S												X	X					
Mock Trial Kit Criminal (Case Notes, Student Trial Book)	p	S S								X	X									
Mock Trial Kit Criminal: Resource Book	p	T S							X	X										
Mock Trials of Small Claims	p	T S	X X								X				X	X				
Not for Sale - Ethics in the America Workplace	v	O S		X	X			X											X	
Pro and Con	v	O J/S	X																	X
Take Notice: An Introduction to Canadian Law (Student Workbook) (3rd Ed)	p	S S	X X	X X	X X				X X	X X				X X	X X		X X	X X	X X	
Take Notice: An Introduction to Canadian Law (Teacher Resource) (3rd Ed)	p	T S	X X	X X	X X				X X	X X				X X	X X		X X	X X	X X	

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			1	1	2	2	2	2	3	3	3	3	3	3
Take Notice: An Introduction to Canadian Law (Text) (3rd Ed)	<i>p</i>	<i>B</i>	<i>S</i>	<i>X</i>	<i>X</i>	<i>X</i>			<i>X</i>	<i>X</i>		<i>X</i>		
Teenagers and Serious Crime: Here and Now	<i>v</i>	<i>O</i>	<i>J/S</i>		<i>X</i>				<i>X</i>	<i>X</i>		<i>X</i>		
The Law in Canada (Teacher Resource)	<i>p</i>	<i>T</i>	<i>S</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
The Law in Canada (Text)	<i>p</i>	<i>B</i>	<i>S</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
Twelve Angry Men	<i>v</i>	<i>O</i>	<i>S</i>						<i>X</i>	<i>X</i>				
Understanding the Law (Text)	<i>p</i>	<i>T</i>	<i>S</i>		<i>X</i>			<i>X</i>	<i>X</i>			<i>X</i>		
Understanding the Law (Teacher Resource)	<i>p</i>	<i>T</i>	<i>S</i>		<i>X</i>			<i>X</i>	<i>X</i>			<i>X</i>		

## OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a Tolerance and Understanding audit and a preliminary review of the resources, however, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
KIN	<p><i>Bridging the River of Silence: A Community Reacts: Violence Against Women.</i> Toronto, ON: Kinetic Film Enterprises Ltd., 1991.</p> <p>This is a two-part video dealing with three women who were assaulted by their spouses. It is developed in a sensitive fashion, and looks at the emotions of the wives and the supporting legal framework in Ontario. (45-65 minutes)</p>		201 204	306
OME	<p><i>Death and the Mistress of Delay.</i> Scarborough, ON: Omega Films Ltd., 1985.</p> <p>Deals with the issue of capital punishment and the rights of both the inmate and the victim's families. It examines the cost of keeping an inmate in jail, rehabilitation of the inmate, as well as the cost of execution. Although this is an American production, it fits in well with the unit on punishment. It asks the question as to what the purpose of the death penalty really is and leaves the viewers to decide for themselves. (30 minutes)</p>			306 307
WIL	<p><i>Microtest: A Computerized Test Preparation System for the Wiley Senior Law Test Item Bank.</i> Dianne Good (coordinator). Toronto, ON: John Wiley and Sons Canada Ltd., 1993</p> <p>The Wiley Senior Law Test Item bank is designed to allow teachers to create tests easily and efficiently. The test bank covers a wide variety of topics from criminal law to family law. Questions vary in difficulty and in types of questions being asked (e.g., multiple choice, short answer, true/false, matching, case and essay). This test bank is designed to be used with the textbook <i>All About Law</i> (3rd edition, 1990). Questions can, however, be modified. Mac and DOS versions available.</p>	101 102	201 202	301 304 306
SUN	<p><i>Not for Sale: Ethics in the American Workplace.</i> Pleasantville, N.Y.: Sunburst Communications, 1992.</p> <p>This video follows the progress of four new employees to Kriegers, a fictional department store, through a variety of moral and ethical dilemmas. Issues dealt with include shoplifting, insider theft/kickbacks, racism and sexual harassment. The video comes complete with a leader's guide, lesson plans and discussion questions. (105 minutes)</p>	102	202	306

### Other Resources (Cont'd.)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
OME	<p><i>Pro and Con.</i> Scarborough, ON: Omega Films Limited, 1993. Video (8 minutes).</p> <p>Two talented animators team up to combine graphic images with personal interviews from a corrections officer and a prisoner. Shatters some prison myths.</p>	102		
OME	<p><i>Teenagers and Serious Crime: Here and Now.</i> Scarborough, ON: Omega Films Limited, 1988. Video (12 minutes).</p> <p>When do children become adults? When do they know the difference between right and wrong? Is punishment or rehabilitation the best way to deal with serious juvenile crime?</p>			
VEC	<p><i>Twelve Angry Men.</i> Toronto, ON: Visual Education Centre/Criterion, 1950. Video (95 minutes).</p> <p>Based upon a criminal trial, where the jury must decide the guilt or innocence of the defendant. If found guilty the defendant faces the death penalty. As the video progresses we see how each of the jurors has reached their verdict. Some jurors based their decision upon facts while others were based upon misconception and prejudice. This is a timeless video that shows the inner workings of the jury system and how information is interpreted. An excellent resource for criminal law.</p>		204	302

## ADDITIONAL SOURCES

Available to Legal Studies teachers, both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations.

It is important that Legal Studies teachers use newspapers, periodicals and other resources that can reflect the constant change in the law which takes place on a municipal, provincial and federal level as well as in the courts.

The following is a partial list of sources in the community to consider:

### TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Resources section.

### ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre  
12360 - 142 Street  
Edmonton, AB  
T5L 4X9  
Telephone: 427-2767  
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

### Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life.

Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain, 1987*

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

#### **Others**

- *Focus on Research: A Guide to Developing Students' Research Skills, 1990*

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning, 1990*

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

### **OTHER GOVERNMENT SOURCES**

#### **ACCESS Network**

ACCESS Network offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS Network audio and video library tapes copied.

ACCESS Network publishes a listing of audio and video cassettes as well as a comprehensive programming schedule. Of particular interest are the Career and Technology Studies videos that are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this Guide. The videos listed and accompanying support material can be obtained from:

**ACCESS Network**  
 3720 - 76 Avenue  
 Edmonton, AB  
 T5B 2N6  
 Telephone: 440-7777 (in Edmonton)  
 1-800-352-8293  
 (outside Edmonton)

#### **Alberta Advanced Education and Career Development**

Information Development and Marketing  
 9th Floor, Commerce Plaza Building  
 10155 - 102 Street  
 Edmonton, AB  
 T5J 4L5  
 Telephone: 422-1794  
 Fax: 422-5126

*Career Information Catalogue Update, 1994*  
*The Career Planner*

**Alberta Environmental Protection**  
 Library/Publications Centre  
 14th Floor, Oxbridge Place  
 9820 - 106 Street  
 Edmonton, AB  
 T5K 2J6  
 Telephone: 422-2813

Alberta Environmental Protection has offices in locations throughout the province. Contact the RITE operator for more information.

*A Guide to the Environmental Protection and Enhancement Act*  
*Fact Sheets*

**Alberta Family and Social Services**  
 Office for the Prevention of Family Violence  
 10036 - 108 Street  
 Edmonton, AB  
 T5J 3E1  
 Telephone: 422-5916

A publications list of materials available may be obtained from the Resource Centre of the Office for the Prevention of Family Violence. The centre also maintains an automated collection of over 5000 items including books, brochures, information kits, journals, periodicals, reports on research policy and programs in Alberta and other jurisdictions, bibliographies and videos. Also available is an *Alberta Directory of Family Violence Initiatives*.

**Alberta Labour**  
9940 - 106 Street  
Edmonton, AB  
T5K 2N2  
Telephone: 427-8848

Employment Standards Code (teacher resource package)

**Alberta Human Rights Commission**  
805, 10808 - 99 Avenue  
Edmonton, AB  
T5K 0G5  
Telephone: 427-3116  
Fax: 422-3563

or

Main Floor, Dorchester Square  
102, 1333 - 8 Street SW  
Calgary, AB  
T2R 1M6  
Telephone: 297-6571  
Fax: 297-6567

**Alberta Justice**  
Community and Release Program Planning Branch  
15th Floor, A.E. LePage Building  
10130 - 103 Street  
Edmonton, AB  
T5J 3N9  
Telephone: 427-4703  
Fax: 422-5757

This division provides probation supervision of adult and young offenders and parolees. It has offices throughout the province.

**Alberta Legislative Assembly**  
Edmonton, AB

Alberta statutes, bills and regulations.

**Alberta Municipal Affairs - Housing and Consumer Affairs Division**  
Third Floor, Capilano Centre  
9945 - 50 Street  
Edmonton, AB  
T6A 0L4  
Telephone: 427-5782  
Fax: 422-9106

*Common Consumer questions*  
*Consumer Complaints: Both Sides of the Coin*  
*Introducing Corporate Registry*  
*Preventing Unfair Trade Practices*  
*2000 A.D.*

These pamphlets and many more are available for as long as the supply lasts.

**Alberta Women's Secretariat**  
8th Floor, 10011 - 109 Street  
Edmonton, AB  
T5S 1E8  
Telephone: 422-5074

**Correctional Services of Canada**  
Publishing and Editorial Services  
340 Laurier Avenue West  
Ottawa, ON  
K1A 0P9

or

7th Floor, 205 - 9 Avenue SE  
Calgary, AB  
T2G 0R3  
Telephone: 297-6481

Print resources available free including six-part series on the corrections system in Canada.

**Employment and Immigration**  
**Canada/Employment Equity**  
PO Box 2530, Station M  
Calgary, AB  
T2P 2T7  
Telephone: 292-4082

**National Film Board of Canada (NFB)**  
The NFB has numerous films and videotapes that may be suitable for Legal Studies. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films, call 1-800-267-7710 (toll-free). Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 495-6412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

ACCESS Network and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library  
Films and Recordings Department  
616 Macleod Trail SE  
Calgary, AB  
T2G 2M2  
Telephone: 260-2781

**Parliament of Canada**  
House of Commons  
Ottawa, ON

Canada's statutes, bills and related sessional documents.

**Police Services, Royal Canadian Mounted Police**  
920 - 16 Avenue NE  
Calgary, AB  
T2G 0J2  
Telephone: 230-6483

#### **Resource Centres**

##### *Urban Resource Centres*

Calgary Board of Education  
Supervisor, Education Media  
3610 - 9 Street SE  
Calgary, AB  
Telephone: 294-8540  
Fax: 287-9739

Calgary Separate School Board  
Supervisor, Instructional Materials  
6220 Lakeview Drive SW  
Calgary, AB  
T3E 5T1  
Telephone: 246-6663  
Fax: 249-3054

County of Strathcona  
Director, Learning Resource Service  
2001 Sherwood Drive  
Sherwood Park, AB  
T8A 3W7

Edmonton Public School Board  
Learning Resource Consultant  
Centre for Education  
One Kingsway Avenue  
Edmonton, AB  
T5H 4G9  
Telephone: 429-8320  
Fax: 429-8313

Lakeland School District No. 5460  
Area Superintendent  
Postal Bag 1001  
6005 - 50 Avenue  
Bonnyville, AB  
T9N 2L4  
Telephone: 826-3145  
Fax: 826-4600

Medicine Hat School District No. 75  
IMC Manager  
601 1 Avenue SW  
Medicine Hat, AB  
T1A 4Y7  
Telephone: 526-1323  
Fax: 529-5339

Red Deer Public School Board  
Coordinator of Instruction  
4747 - 53 Street  
Red Deer, AB  
T4N 2E6  
Telephone: 343-1405  
Fax: 347-8190

St. Anthony's Teacher Centre  
Supervisor, Curricular Resources  
10425 - 84 Avenue  
Edmonton, AB  
T6E 2H3  
Telephone: 439-7356  
Fax: 433-0181

##### *Regional Resource Centres*

Zone 1  
Zone 1 Regional Resource Centre  
Film Supervisor  
10020 - 101 Street  
P.O. Box 6536  
Peace River, AB  
T8S 1S3  
Telephone: 624-3187  
Fax: 624-5941

### **Zones II and III**

Central Alberta Media Services (CAMS)  
 Film Supervisor  
 182 Sioux Road  
 Sherwood Park, AB  
 T8A 3K5  
 Telephone: 464-5540  
 Fax: 467-5469

A resource centre, newsletter and yearly directory of arbitrators and mediators is available. Provides arbitration and mediation courses and public workshops. Enquire about the film *Dispute Resolved ... by Arbitration*.

### **Zone IV**

Alberta Central Regional Education Services (ACRES)  
 Operations Manager  
 County of Lacombe  
 Parkland Regional Library Building  
 56 Avenue and 53 Street Corner  
 Box 3220  
 Lacombe, AB  
 T0C 1S0  
 Telephone: 782-5730  
 Fax: 782-5831

**Canadian Bar Association**  
 6th Floor, 333 - 5 Avenue SW  
 Calgary, AB  
 T2P 3B6  
 Telephone: 263-3707

Provides a variety of public legal education activities including Law Day and Saturday Morning at the Law School.

**The Law Society of Alberta**  
 344 - 12 Avenue SW  
 Calgary, AB  
 T2R 0H2

**Alberta Association of Legal Assistants**  
 Box 11053  
 Edmonton, AB  
 T5J 3K4

### **PUBLICATIONS**

*Canada Yearbook*  
 Publication Sales and Services  
 Statistics Canada  
 Ottawa, ON  
 K1A 0T6

Order through any federal regional offices.

*CAPSLE Comments*  
 W.F. Foster, Chair  
 Publications Committee  
 CAPSLE  
 McGill University  
 3644 Peele Street  
 Montreal, PQ  
 J3A 1W9

A quarterly newsletter of the Canadian Association for the Practical Study of Law in Education.

*Decisis - The Advocate*  
 Spetz Publishing  
 630 Graceland Avenue  
 Kingston, ON  
 K7M 7P7

### **PROFESSIONAL ORGANIZATIONS**

**Alberta Arbitration and Mediation Society**  
 408 Macleod Building  
 10136 - 100 Street  
 Edmonton, AB  
 T5J 0P1  
 Telephone: 426-0650

Published five times yearly. Deals with one issue in each publication.

*Decisis - The Journal for Teachers of Canadian Law*

Spetz Publishing  
630 Graceland Avenue  
Kingston, ON  
K7M 7P7

Published ten times a year. Objectives are to: advise of changes in the law; to provide summaries of recent important cases; and to provide continuing teacher education

*EDU-LAW*

EDU-LAW Consulting Services Ltd.  
104, 100 Matheson Boulevard East  
Mississauga, ON  
L4Z 2G7  
Telephone: (416) 890-7705  
Published as issues arise to provide educators and the public a legal perspective on education.

*Just In Time*

IPI Publishing  
130 Castlefield Avenue  
Toronto, ON  
M4R 1G7  
Telephone: (416) 322-3728

This quarterly magazine newsletter brings together information on topical legal issues.

*Law Now*

Legal Resource Centre  
10049 - 81 Avenue  
Edmonton, AB  
T6E 1W7

*Law Now* is published ten times a year. It provides articles on current legal issues and up-to-date information on resources.

*Status Update*

The Premier's Council on the Status of Persons with Disabilities  
250, 11044 - 82 Avenue  
Edmonton, AB  
T6G 0T2  
Telephone: 422-1095  
Toll Free: 1-800-272-8841

A quarterly fact sheet intended to inform readers of the activities of the Premier's Council and to provoke discussion about issues facing people with disabilities.

*Transition*

The Vanier Institute of the Family  
300, 120 Holland Avenue  
Ottawa, ON  
K1Y 0X6

A quarterly publication that provides commentary and research on issues that affect families in Canada.

**OTHER ORGANIZATIONS**

**Alberta Civil Liberties Research**  
210, 1220 Kensington Road NW  
Calgary, AB  
T2N 3P5  
Telephone: 283-3643

**Alberta Law Foundation**  
205, 407 - 8 Avenue SW  
Calgary, AB  
T2P 1E3

**Alberta Seventh Step Society**  
101, 1009 7 Avenue SW  
Calgary, AB  
T2P 1A8  
Telephone: 233-0090

**Canadian Bankers Association**  
600, The Exchange Tower  
PO Box 348  
2 First Canadian Place  
Toronto, ON  
M5X 1E1  
Telephone: (416) 362-6092  
Fax: (416) 362-7705

Materials on Employment Equity.

**Canadian Grandparents' Rights Association**  
P.O. Box 64128  
5512 - 4 Street NW  
Calgary, AB T2K 6J1

**Canadian Institute of Resources Law**  
430 Bio Sciences Building  
University of Calgary  
Calgary, AB  
T2N 1N4  
Telephone: 220-3200

**Canadian Securities Institute**  
2330, 355 - 4 Avenue SW  
Calgary, AB  
T2P 0J1

**Conference Board of Canada**  
255 Smyth Road  
Ottaw, ON  
K1H 8M7  
Telephone: (613)526-3280  
Fax: (613) 526-4857

Employability Skills Profile - outlines the skills that employers look for in new employees.

**Credit Granters Association of Canada**  
Edmonton Chapter  
Box 4530  
Edmonton, AB  
T6E 5G4

**Dial-A-Law**  
100 615 Macleod Trail SE  
Calgary, AB  
T2G 4T8  
Telephone: 234-9266  
or  
1-800-322-1091

**Edmonton Public Schools**  
Centre for Education  
One Kingsway  
Edmonton, AB

Has a resource kit that includes two videos and a teacher resource manual and other materials to assist students to plan and conduct a public hearing before a utilities board. The kit is multi-media and comprehensive in coverage.

**Environmental Law Centre**  
201, 10350 - 124 Street  
Edmonton, AB  
T5N 3V9

Operates an informatin and referral service, including a public resource library of materials on environmental law and policy in Alberta, the Prairie Provinces, and selectively at the national and international levels. On request, specialized bibliographies of resources in the library can be prepared. Library materials may be borrowed once a nominal, annual borrower's fee is paid. The centre is accessible by phone, fax mail, or in-person.

**The Globe and Mail**  
Advertising Department  
444 Front Street West  
Toronto, ON  
M5S 2Y2  
Telephone: 1-800-387-5400  
Fax: 299-1339

A classroom edition published nine times a year may be ordered in bundles of 30 and accompanied by a teacher's guide. Subscription price is moderate.

**Human Rights Institute**  
57 Louis Pasteur  
Ottawa, ON  
K1N 6N5

**Insurance Institute of Canada**  
6th Floor, 18 King Street East  
Toronto, ON  
M5C 1C4

**Investment Dealers Association**  
2330, 355 - 4 Avenue SW  
Calgary, AB  
T2P 0J1

**John Howard Society of Alberta**  
706, 10136 - 100 Street  
Edmonton, AB  
T5B 2Y1  
Telephone: 423-4878

**Landlord and Tenant Advisory Services,  
Information Centre**  
800 Macleod Trail SE  
P.O. Box 2100, Station M  
Calgary, AB  
T2P 2M5  
Telephone: 268-4656

**Legal Aid Society of Alberta**  
1600, 10123 - 99 Street  
Edmonton, AB  
T5J 3H1

**Legal Resource Centre**  
Faculty of Extension  
University of Alberta  
10049 - 81 Avenue  
Edmonton, AB  
T6G 1W7  
Telephone: 492-5732  
Fax: 492-6180

Anyone in Alberta may borrow print or audio-visual materials once they are registered as a borrower. Patrons may access the library by phone, fax, mail or in person. Of special interest is the LawPac series of tipsheets, which were sent to each high school in the province. *Law Now* is a monthly publication that provides articles on current legal issues and provides up-to-date information on resources.

**Native Counselling Services**  
Edmonton Head Office  
800 Highfield Place  
10010 - 106 Street  
Edmonton, AB  
T5J 3L8  
Telephone: 423-2141

**Orphaned Grandparents Association of  
Edmonton**  
c/o Family Service Association of Edmonton  
9912 - 106 Street  
Edmonton, AB  
T5K 1C5

**Public Legal Education Hotline**  
Information on legal materials, services and  
activities in Alberta  
Telephone: 1-800-232-1961

**Public Legal Education Network of Alberta: An  
Alberta Society**  
10049 - 81 Avenue  
Edmonton, AB  
T6E 1W7

Issues the Legal Education Directory - Alberta This directory will refer you to agencies and programs that provide legal information and speakers on legal topics. Most services are free and are available to groups and individuals in Alberta.

**Public Legal Education Society - People's Law  
School**  
150, 900 Howe Street  
Vancouver, BC  
V6Z 2M4

**Shared Parenting Association of Alberta**  
202, 315 - 10 Avenue SE  
Calgary, AB  
T2G 0W2  
Telephone: 262-4662

**Student Legal Services of Edmonton**  
114 Law Centre, University of Alberta  
88 Avenue and 111 Street  
Edmonton, AB  
T6G 2HS  
Telephone: 492-2226

A free community service provided by University of Alberta law students.  
• pamphlets on a variety of issueslectures on the Canadian legal system and assistance with mock trials  
• lectures on suggested topics.

# CAREERS TECHNOLOGY STUDIES

## LEGAL STUDIES

### SAMPLE STUDENT LEARNING GUIDES

INTERIM 1994

You and the Law I -- As a Consumer and  
as a Family Member (LGS101) ..... J.1

You and the Law II -- In Society and in  
the Workplace (LGS102) ..... J.7

Law and the Traveller (LGS303) ..... J.13

**Alberta**  
EDUCATION  
CURRICULUM STANDARDS BRANCH



## LEGAL STUDIES

### YOU AND THE LAW I - AS A CONSUMER AND AS A FAMILY MEMBER (LGS101)



## WHY TAKE THIS MODULE?

- Learn about where you stand with the law.
- Discover how the law affects you as a consumer.
- Learn about the laws related to you as a family member.
- Begin learning the language of the law.
- Develop a background for other modules.

## WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- As this is an introductory module, you need no previous experience.
- Enthusiasm and a willingness to learn will ensure success.

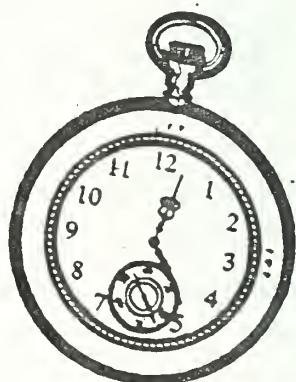
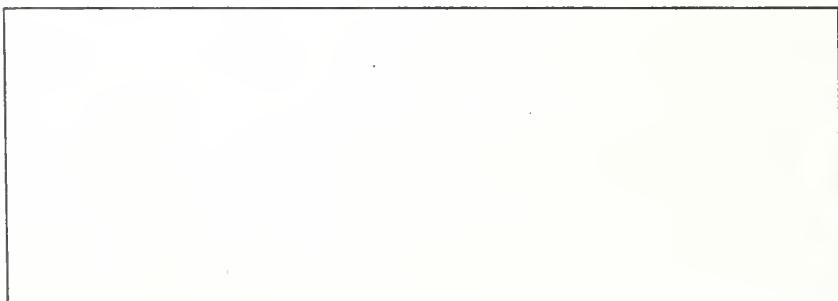


# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

When you have completed this module, you will be able to:

- investigate and apply laws related to the consumer and to the family
- where relevant, examine the foundations for these laws
- demonstrate effort to develop basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?





## WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<input checked="" type="checkbox"/> Written Assignments and Test.	40-70%
<input checked="" type="checkbox"/> Practical Application.	30-50%



## WHICH RESOURCES MAY YOU USE?



Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- Applying the Law*, McGraw-Hill Ryerson Ltd.
- All About Law*, John Wiley & Sons.
- Videos - on hand or borrowed.
- Dial-A-Law.
- Newspapers, magazines, pamphlets.
- Law Pac Series - (Tip sheets No. 4 - Child Sexual Abuse).
- Kit on Family Violence.

# ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in your calendar indicating when you will complete each activity.
2. Why do we have laws? Before you look at any resources, provide the answer to this question by writing a paragraph of at least four sentences. After reviewing some of the resources (*Applying the Law*, pages 1-3; *All About Law*, pages 1-4), write another paragraph answering the same question and including in it a definition of the word "law". Keep both items to show to your teacher.
3. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.
4. View a video(s) on contracts and/or read the chapters in the text(s) (*Applying the Law*, chapters 22-23; *All About Law*, chapters 18-19) to complete the following:
  - Prepare a quiz with ten cases, or scenarios, that relate to the necessary elements of a contract, and types of contracts. Provide the solutions to the quiz.  
OR  
• Prepare two sample written contracts that have all the necessary elements. One sample should be a simple contract and one should be a specialty contract. Explain verbally to your teacher, or in writing, how these contracts satisfy the requirements.
5. Read the sections on consumer protection in the text(s) (*Applying the Law*, chapters 25-26; *All About Law*, chapter 22), view a video(s) and read tip sheets on the *Unfair Trade Practices Act*. Choose two of the following activities to explain the legal rights and responsibilities of the consumer in regard to advertisements, returns, deposits, direct sales, warranties and guarantees.
  - Create a bulletin board using newspapers and magazines and explain how they relate to the terms.  
OR  
• Write scenarios that pose problems that consumers have had in regard to the above terms and provide the solutions to the problems.  
OR  
• Write a letter to a major appliance company detailing your concerns regarding a warranty or guarantee. Refer to a specific item you have recently purchased and are not satisfied with. Be sure to suggest what you feel would be a fair solution to your concerns based upon the law.  
OR  
• Write a letter to a friend which gives them the legal information that you think he or she, as a consumer, should know in regard to the above terms.

6. Read sample court decisions (*Applying the Law*, pages 303-306; *All About Law*, pages 458-459) and draw conclusions about the rights and responsibilities of a minor when purchasing necessities or non-necessaries. Prepare a chart that would provide this information.
7. Collect samples of documents that relate to obtaining credit (*Applying the Law*, pages 331-332, 353-354; *All About Law*, pages 556-557), e.g., loan application form (bank), credit application (credit card company), promissory note, or ask your teacher to show you some examples. Complete one of the forms and explain the legal implications if you are approved.
8. Obtain information about the rights and responsibilities of the tenant and of the landlord by reading the texts (*Applying the Law*, pages 424-431; *All About Law*, pages 490-509). To obtain information about the *Residential Tenancies Act* of Alberta, read the literature supplied by your teacher. Complete one of the following activities:
- Arrange for a guest speaker or interview an expert. (NOTE: the guest speaker or interviewee could be a lawyer, real estate agent, property manager or other knowledgeable person.) Summarize the information obtained from the speaker or the interview and hand in as a report.
- OR
- Interview a landlord and a tenant and have them identify problems that they encounter. (Generate a series of specific questions to ask before the interview.) In a follow-up activity, summarize the results and explain whether having a lease would help solve the problems.
- OR
- Fill in a copy of a lease or complete a Rental Inspection Report from the point of view of a landlord and/or tenant using facilities available (perhaps your own room) and hand it in.
9. Read information (*Applying the Law*, pages 236-247, 255-256, 268-278; *All About Law*, pages 366-375, 412-441) and/or view a film on family law and on the court structure that pertains to the family, including children, in Alberta.
- Prepare a chart that shows the legal requirements and the essential requirements of a marriage.
  - Draw a diagram that illustrates the various courts and the issues dealt with by each court.
  - Construct a list of rights, responsibilities and legal obligations of parents as they relate to children (foster, adoptive, natural).
10. Using the resources supplied (*Applying the Law*, page 273; *All About Law*, pages 422-425; Law Pac Series Tipsheet #4) and newspaper articles, prepare a report that gives examples of behaviour within families which legally is considered abusive. Using the same articles, discuss which reflect examples of physical, psychological and or sexual violence.

11. Research decisions of cases in family law regarding the rights and responsibilities of married people and those who are cohabiting to complete one of the following:

- a chart showing the differences between rights and responsibilities of married people and those who are cohabiting (*Applying the Law*, pages 240-245; *All About Law*, pages 403-411)

OR

- write a newspaper article that describes the differences between the rights and responsibilities of married people and those who are cohabiting.

12. Examine information about the *Divorce Act* (*Applying the Law*, pages 257-265; *All About Law*, pages 376-387) and the division of a property when a marriage is dissolved (*Applying the Law*, pages 248- 267; *All About Law*, pages 391-397). Be sure to read about the *Alberta Matrimonial Properties Act*. Prepare a chart showing the rights of the parties in a divorce and the rights of the parties in the division of property as a result of a divorce in Alberta.

13. Read information or view a film that provides information on preparing your will and complete one of the following:

- examine sample wills and indicate where errors exist

OR

- prepare a will for your teacher to review

OR

- critique a will drafted by another student.

14. Using the information reviewed:

- list the various parties to a will and their various duties/responsibilities/entitlements with respect to wills
- list the duties of an executor
- describe the differences between a life estate and a fee simple estate.

15. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the Legal Studies modules. Some ideas include:

- select newspaper articles that deal with issues related to the law (your teacher will give you direction about details required)
- keep a record of all rights and responsibilities you learn about in each Legal Studies module and present your findings at the end of the third or fifth module.

16. When you are ready to take the test on this module, let your teacher know.

## **LEGAL STUDIES**

**YOU AND THE LAW II - IN SOCIETY AND IN THE WORKPLACE (LGS102)**



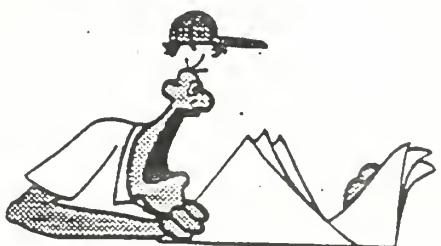
### **WHY TAKE THIS MODULE?**

- It deals with laws that will affect you and your friends in the workplace.
- It will also acquaint you with elements of criminal and civil laws about which you, as a citizen, should be informed.



**DO YOU NEED TO KNOW  
BEFORE YOU START?**

- LGS101: You and the Law I.

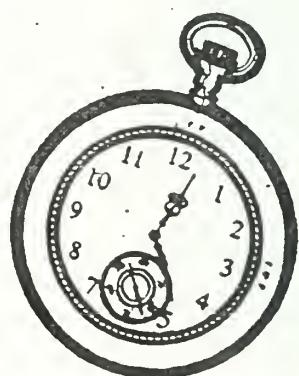
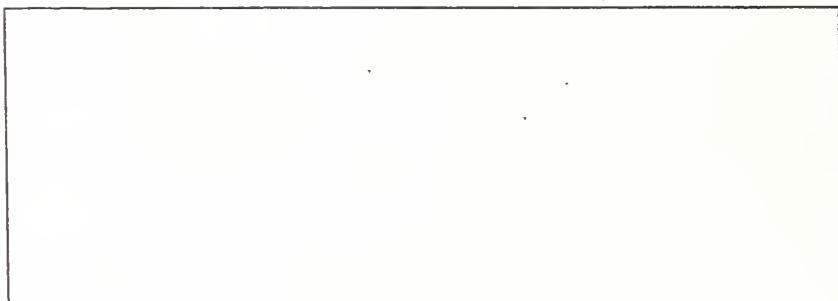


# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

When you have completed this module, you will be able to:

- explore laws related to the workplace
- examine the rights and responsibilities of the individual in society
- where relevant, examine the foundations for the laws
- demonstrate effort to develop basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?





## WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<input checked="" type="checkbox"/> Tests.	25-35%
<input checked="" type="checkbox"/> Assignments.	55-75%



## WHICH RESOURCES MAY YOU USE?



Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- Applying the Law*, McGraw-Hill Ryerson Ltd.
- All About Law*, John Wiley & Sons.
- Videos - on hand or borrowed.
- Newspapers and magazines, pamphlets from Employment Standards Branch.
- Law Pac Tipsheets #1, 2, 3, 5, 6, 7, 8.

# ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in the calendar indicating when you will complete each activity.
2. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.
3. Consider the project you chose in Module LGS101 to pursue throughout the Legal Studies course and be prepared to follow through so that you will have the part that pertains to Module LGS102 completed on schedule.
4. People say "for every right there is a responsibility". Using the available resources (*All About Law*, pages 512-518; *Applying the Law*, pages 404-409; Law Pac Tipsheets #5 and #6; Employment Standards Branch pamphlets) as well as your existing knowledge, prepare a list of the rights and responsibilities of the employer and of the employee as they relate to non-unionized labour. Include in this any federal regulations that would affect unemployed workers. Decide what method you wish to use to present this information.

As a bonus you might write a Bill of Rights for an Employee that includes eight points.

5. Research the *Canadian Human Rights Act* and the *Individual's Rights Protection Act* to determine what discrimination in employment is prohibited (*All About Law*, pages 70-76; *Applying the Law*, pages 45-70; Law Pac Tipsheets #8 and #9). Write a report that discusses this topic and refer to at least three cases, either in the newspaper or in your textbook, which have established that these two Acts do have an effect on how people in the workforce are treated.
6. A crime usually consists of certain elements or conditions. Determine what those elements or conditions are and find at least four cases, in the newspaper or in your textbook (*All About Law*, pages 98-106; *Applying the Law*, pages 72-85), which indicate that a crime had or had not been committed.
7. a. Using various resources (videos, print material) provide a summary that explains the intent and philosophy behind the *Young Offenders Act* (*All About Law*, pages 252-279; *Applying the Law*, pages 169-175). Using a report form or a chart, comment on the following areas:  
minimum and maximum age, types of offences, waiver into adult court, trial procedures, rules of evidence, right to legal counsel, notice to parents, sentencing.  
  
b. Using the information gathered on the *Young Offenders Act*, write a position that argues in favour of or against this legislation. Make sure that you identify at least three main reasons for your position.

8. After reviewing the appropriate resources (*All About Law*, pages 33-40; *Applying the Law*, pages 23-35) draw a chart that shows the court systems that have been developed to deal with the three levels (federal, provincial and municipal) of government in Canada. Give at least three examples of the type of case that would be heard in each court.
9. Individually or in a group, list as many crime-related laws as you can. Determine the three laws that affect you the most now or about which you would like to have further information. Identify selected offences within these laws, the jurisdiction and the consequences for each offence (*All About Law*, pages 198-249; *Applying the Law*, pages 72-85, 177-190; Law Pac Tipsheets #1, 2 and 3).
10. Explain the purpose of Tort law and explain the difference between an intentional and an unintentional tort by drawing a cartoon, finding newspaper articles or using another method approved by your teacher (*All About Law*, pages 284-309; *Applying the Law*, pages 191-217). Give examples of liability cases related to intentional and to unintentional tort.
11. From your readings or from information provided by your teacher, draw diagrams to show the legal process that would be followed in civil cases and in criminal cases. Prepare a chart that compares the procedures or explain in a written report the similarities and differences.
12. Make a presentation (choose the format and discuss it with your teacher) which compares the purpose of tort law and the purpose of criminal law and which compares the remedies for tort action with those for criminal action.
13. As a continuation of your study of rights and responsibilities, investigate anti-discrimination legislation in situations other than the workplace; the role of an advocate; the right to an education; the rights and responsibilities of students (*All About Law*, pages 70-85; Law Pac Tipsheet #7). Choose two of the following activities:
  - Read about cases of anti-discrimination (either in the text or in the newspaper) that have been before the courts. Write an article for a local newspaper about a case that you select and about which you think the public should be better informed.  
OR
  - Prepare both sides of a debate and provide the argument for promoting the role of an advocate and abolishing the role of an advocate. If possible, conduct the debate under the proper rules.  
OR
  - There is a debate going on in your community about the "right to an education" and the "rights and responsibilities of students". There is to be a public hearing to receive opinions from individuals. Prepare a speech that you would make at the hearing. In your submission, make specific reference to legislation. Decide, with your teacher, whether you will make the speech to your class or whether you will hand it in to be marked.
14. Discuss with your teacher when you will be ready to take the test on this module.





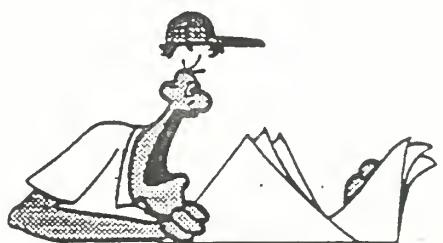
WHY

## TAKE THIS MODULE?

- Learn about the challenges involved in travel.
- Focus on the legal rights and responsibilities of the traveller to ensure successful and happy travelling.
- Learn about legislation designed to ensure that travellers receive what they pay for.

## WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- LGS101 You and the Law I.
- LGS 102 You and the Law II.



**WHAT**

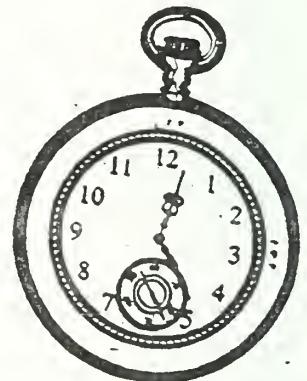
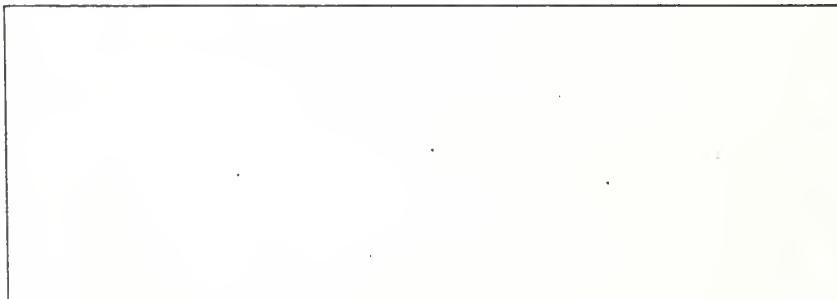
**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

To gain credit in this module you must be able to:

- Examine the legal considerations when individuals travel domestically or internationally.

**WHEN**

**SHOULD YOUR WORK BE DONE?**





## WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<input checked="" type="checkbox"/> Assignments.	40-70%
<input checked="" type="checkbox"/> Career/Portfolio.	10-20%
<input checked="" type="checkbox"/> Tests.	20-40%



## WHICH RESOURCES MAY YOU USE?



- Law Now* (October 1990).
- Alberta Motor Association.
- Canada Year Book* - lists Canadian embassies and trade missions abroad (foreign embassies, consulates and legations)
- Any post office for passport application form
- Revenue Canada: *I Declare* and other pamphlets

# ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in the calendar indicating when you will complete each activity.
2. Select the country of your choice and write a letter to that country's embassy or consulate requesting travel and other requirements for visiting that country, e.g., is a visa required, restrictions on length of stay, health regulations, customs. Supplement your research with information from a travel agency. Prepare a report or chart showing the requirements and other information received from the embassy or legation.
3. Complete the necessary documents to apply for a passport.
4. Arrange to interview three people who are connected to the travel industry; e.g. a travel agent, hotel/motel operator, member of the RCMP, Canada Customs officer, Parks Canada staff. Prepare a set of interview questions that discuss various restrictions, problems, etc., that may be encountered when travelling in Canada or to a foreign country. Determine which questions you will ask depending upon whom you are interviewing. Present a report to your teacher or to the class. Follow up with a letter thanking the persons whom you interviewed  
OR  
Arrange to have a guest speaker(s) who is connected to the travel industry. Prepare a set of questions, similar to those above, which you want to have answered. Prepare a worksheet for the other students. Follow up with a letter thanking the speaker(s).
5. Assume you work for a travel agency. Write a letter to a client who has asked you to prepare travel plans for a trip to another country. Explain the legal responsibilities of the traveller if he or she cancels after all reservations (flights, accommodation, tours) are made and paid for. Explain the legal rights of the traveller and the responsibilities of the travel agency if it is responsible for the arrangements being cancelled. Be sure to indicate any legal implications for the client of purchasing different classes of plane tickets.
6. Prepare a detailed outline of a trip to another country. Show all the necessary legal steps that should be taken before you go on your travels. Using a chart show the role and liability of all those in the travel industry and others who may be involved by the time you have completed your trip and returned home.
7. Write a letter to a friend who has asked you about the restrictions placed on Canadian citizens when making purchases abroad. In addition, explain the role of Canada Customs in enforcing the regulations.

8. Examine the procedure for making a claim on travel-related insurance. Fill in the appropriate documents for the claim, or write a report outlining the procedure from the time the claim is reported until it is satisfactorily concluded.
9. Explore two law-related careers, e.g., customs officer, foreign services, travel agent, and write a report explaining which of the two you might prefer and why.
10. Make a list, with your teacher's help, of some challenging issues related to laws and the traveller. Choose one of the issues and gather information that enables you to compare our laws with those of at least two other countries in regard to this issue. Discuss with your teacher how you will present this information.
11. Prepare a scrapbook of cases, newspaper clippings, etc., that relate to travellers in Canada from other countries, or Canadians travelling in other countries who have had difficulty with the law.
12. Complete a test for this module.





K. ACKNOWLEDGEMENTS



## DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ACC	ACCESS Network 11230 - 110 St. Edmonton, AB T5G 3G8	(403) 491-3213 Fax 440-8899 1-800-352-8293
CCP	Copp Clark Pitman Ltd. See LRDC Buyer's Guide for Information.	
KIN	Kinetic Film Enterprises Ltd. 408 Dundas Street East Toronto, ON M5A 2A5	(416) 963-5979 Fax: 925-0653
MED	MediCinema Ltd. Attention: Jack Micay 131 Albany Avenue Toronto, ON M5R 3C5	(416) 977-0569
OME	Omega Films Ltd. 70 Milner Avenue, Unit 5A Scarborough, ON M15 3P8	(416) 291-4733 Fax: 291-7775
SUN	Sunburst Communications P.O. Box 3240 Station F Scarborough, ON M5A 2A5	1-800-247-6956
VEC	Visual Education Centre 75 Homer Avenue, Unit 1 Toronto, ON, M8Z 4X6	(416) 225-4491 Fax: 255-4046
WIL	John Wiley and Sons Canada Ltd. See LRDC Buyers Guide for more information.	



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The **Career and Technology Studies Advisory Committee** provides recommendations for all CTS curricula.

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